

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

O. M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV

LINGUISTIC CENTER “RIAN”, USA

CANADIAN COLLEGE OF ENGLISH LANGUAGE, CANADA

TESOL-UKRAINE

CENTER OF FOREIGN LANGUAGES (NUUE)

YOUNG RESEARCHERS IN THE GLOBAL WORLD: VISTAS AND CHALLENGES

BOOK OF PAPERS OF THE IVth FORUM FOR YOUNG RESEARCHERS

(April 20, 2018)

KHARKIV – O. M. Beketov NUUE – 2018

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Young Researchers in the Global World : Vistas and Challenges : Book of Papers Y70 of the IVth Forum for Young Researchers, Kharkiv, April 20, 2018 yr. / O. M. Beketov National University of Urban Economy in Kharkiv, Canadian College of English Language (Canada) [and oth.]. – Kharkiv : O. M. Beketov NUUE in Kharkiv, 2018. – 235 p.

ISBN 978-966-695-463-6

Збірник містить матеріали форуму «Молоді дослідники у глобалізованому світі: перспективи та виклики», який відбувся у квітні 2018 року в Харківському національному університеті міського господарства імені О. М. Бекетова на базі кафедри іноземних мов.

УДК [339.9:303.8-053.81](06)

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ISBN 978-966-695-463-6

I. CONTEMPORARY ISSUES OF DEMOCRATIC SOCIETY DEVELOPMENT. DEMOCRACY THROUGH LAW

LEGAL REGULATION OF GENERAL PARTNERSHIPS IN UKRAINE

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The implementation of market relations in Ukraine has caused the necessity of creating the proper environment for entrepreneurship activities. The general partnership occupies a special place in the system of legal entities. This form of partnership is an association of individuals. It means that personal involvement is of primary importance in its economic activity.

General partnerships are not widespread in Ukraine. It can be explained by the fact that running business in the form of general partnerships is not profitable. According to the State Statistics Service of Ukraine the number of general partnerships in our country has decreased from 2074 to 1378 economic enterprises since January 2011. At the same time, the number of joint stock companies in hundred times exceeded the number of general partnerships.

It should be noted that the dissemination of general partnerships in many developed countries is significant. In European law general partnerships have always been the most productive form of small businesses.

The **object** of the research is the legal relationship connected with the organization and functioning of general partnerships. The **subject** of the study is the legal regulation of the organization of general partnerships.

The **purpose** of the research is to study the legal status of general partnerships in the modern Ukrainian legislation. The **goal** of the research has determined the necessity to fulfil the following tasks: analyze the procedure of forming general partnerships; identify the specific characteristics of management and running business in general partnerships.

The issues of the legal regulation of the establishment and work of general partnerships have been investigated by many scholars, namely: E. E. Bekirova, O. R. Kibenko, I. M. Kucherenko, V. K. Mamutova, O. S. Sheremeta [1-4], and many other famous researchers. Besides, the further research of legal regulation of general partnerships in the context of reforming the Ukrainian legislation reform is important.

It has been proved that the development of legislation on general partnerships with or without the right of a legal person is most effective.

Legislators must develop ways to increase the potential of the practical use of general partnerships. In particular, they must use foreign experience in taxing. It

is proposed to provide that general partnerships without the status of a legal person are not recognized as a taxpayer in any case.

Legislators must take into account the practical necessity to give the general meeting of the members of the general partnership the right to create an executive body.

The legal regime of the property of the general partnerships is determined.

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CONTEMPORARY CHALLENGES OF PROFESSIONAL EDUCATION IN THE AREA OF INTERNATIONAL LAW

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In this article we suggest to consider the most important problems of teaching international law nowadays, such as the dual nature of this speciality and formation of professional international legal consciousness.

International law as a phenomenon has its roots in ancient history of humankind. However, it emerged much more recently as an academic discipline. In Europe a higher education programme first included this course at the end of 17th century with the famous Cambridge University of England as a pioneer. [1] It is also important to consider that today international law itself is experiencing significant reforms and progress by stepping away from the classic version in favor of contemporary needs. We can conclude that the question remains open whether international law has completely taken shape as an academic discipline. This is what makes raised issues relevant as at the stage of transforming into a subject any science needs versatile specialists, who not only are experts in their area but who also think appropriately.

The relevance of this topic is further confirmed by such a universal organization as the UN paying a lot of attention to the matter of teaching international law, which reflects in its numerous resolutions. It is worth mentioning that the first resolution 94 (I) adopted by the General Assembly in 1946 laid the foundation for further discussion of this question, which is confirmed by the Organization adopting similar acts at regular sessions. “... it is necessary to further

the aims of the General Assembly's resolution 94 (I)... one of the most effective means of furthering the development of international law consists in promoting public interest in this subject using the media of education and publicity..." [2]

Proceeding to the main material, it must be noted that in the above-mentioned UN resolution "Teaching of international law" the General Assembly "requests the Governments of Member States to take appropriate measures to extend the teaching of international law... in the universities and higher educational institutions... or to initiate such teaching where it is not yet provided". The Organization has continuously worked on this issue ever since. As a result, a special programme of international coordination has been established by the resolution 20/99 titled "United Nations Programme of Assistance in the Teaching, Study, Dissemination and Wider Appreciation of International Law". It is clear from the content of this document that the matter of teaching international law is universally important and requires effort from all the participants of international relations. The UN suggests such forms of cooperation as "seminars, training and refresher courses, fellowships, advisory services of experts, the provision of legal publications and libraries, and translations of major legal works". [3]

Moving on to the problem of the dual nature of international law, it is worth noting that it crucially influences the content of teaching. It is shown evidently in a question of the ratio between, roughly speaking, a lawyer and a diplomat in an international law specialist. [4]

The profession of an international lawyer is often recognized as one of the most prestigious in the list of legal professions. It is only logical to assume that the requirements for such specialist are directly proportional to his high status, so there is no denying the necessity for his versatile training. Though while searching for an answer to the question "What should an international lawyer be like?" we faced the tendency to disregard the role of diplomatic knowledge and skills, which results in incomplete educational programmes. The lawyers working in the international arena are bound to deal with various types of diplomatic activity, such as official international negotiation, conferences, etc., where they would require the knowledge of "operational diplomacy", that is, not only the languages, but also the rules of protocol and etiquette, historical and politic subtext and others.

With regard to the problem of developing professional international legal consciousness while studying, we must understand that improving the level of international legal consciousness can dramatically improve international rule of law. This is about using an educational approach which would aim at shaping certain emotional comprehension of international law reality. The claim of the seriousness of this question is based on the idea that legal consciousness is as inherent of a part of any legal system as legal norms, legal relations, etc. [5]

To achieve the desirable result of improving the level international legal consciousness among students, it is first necessary to develop criteria and methods for its objective assessment. Nonetheless crucial would be the actual forming of the thinking described above in the process of studying related disciplines, and so it is essential to pay special attention to issues like social value of international law, its

role in functioning of the international community, its humanization and democratization. During lecture and seminar classes, we advise to demonstrate photo and video materials which fill theory with emotional context (for example, consequences of pollution, mass human rights violations, etc.).

In conclusion, certain contradictions between the practical tasks of professional activity and theoretic content of teaching have been discovered through the research of contemporary academic challenges of international law. This is explained by insufficient attention to diplomatic and moral sides of the researched profession. The recognition of said problems is an important step on the way to resolving them. The article proves that the situation is not yet critical and there are a lot of solutions for its improvement, which must be based on objective understanding of both the current state of affairs and development prospects.

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SPORTS CONTRACTS

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Nowadays, it is extremely important to remember that sport is a huge developing business. Millions of people work in the sphere of sport. They have labour relationships with their employers, which are regulated by sport contracts. The legal nature of sports contracts is very complicated and requires clear legal regulation. There are a lot of drawbacks in law. The problem needs further scientific research.

In other words, the topic of the research is very important, which can be

explained by the fact that in our society sports contracts are in big demand. This term is often used in media and everyday conversations of ordinary people.

A lot of scientists have studied the problem, among them P. D. Pylypenko, M. I. Popichiev, M. O. Tkach, O. A. Shapovalova [1-3].

The goal of the research is to analyze the problems of the practical functioning of the institute of sports contracts in modern Ukraine. This goal presupposes the implementation of the following tasks: 1) define the term 'sports contract' and analyze its origin; 2) determine the criteria and types of sports contracts; 3) identify the causes of conflicts and possible ways of avoiding them by means of properly written sports contracts; 4) compare the legal practice in the sphere of sports contracts in Ukraine with the international practice; 5) analyze the Labour Code of Ukraine and other laws that are adjacent to the sphere of sport.

In order to regulate the relationships between the athletes and their employers sports contracts are used, they are labor contracts in the sphere of sports.

First of all, the contract is always concluded for a certain term. This characteristic helps the employer to hire more skillful sportsmen and get rid of lazy, unscrupulous employees who violate labor discipline. However, in practice, it significantly reduces the level of legal protection of employees, as employers draw up contracts, which prescribe additional conditions for release, additional employee's liability and other conditions that aggravate the position of the employee.

The written form is another characteristic feature of the contract. Article 24 of the Labor Code establishes a list of labor contracts, which must be worked out in writing. It means that a contract which have been concluded orally can be considered illegal. Moreover, additional (optional) rights and obligations of the parties, the grounds for the termination of the contract should be established in the contract.

In Article 21 of the Labor Code we can see that there are two parties of the employment contract: the employee and the owner of the enterprise, institution, organization, an authorized body or an individual. In practice, such subjects are professional sports organizations (federations of sports, unions, associations, professional sport clubs).

The actual content of the contract concerns the rights and obligations of the parties. In addition to the mandatory conditions established by the Labor Code (labor functions of the employee, payment, place of work, etc.), there are also conditions set by different sport organizations, sport federations, etc. These subjects may influence the content of sport contracts, as Article 38 of the Law "On Physical Culture and Sports" gives them the right to determine their own additional rules.

A characteristic feature of sports contracts is that different sport clubs and organizations use the system of fines and money bonuses. Here are some extraordinary examples from world practice. The owner of the Auckland Athletic baseball club often advertised various goods. In 1972, he signed contracts with the players of the club, according to which players who had a mustache received \$ 300 more than the others, while players who wound the mustache with a special wax

got extra \$ 100. At the end of the season, all bonuses were paid.

At negotiations all the essential terms of the contract, including the amount of transfer, salary, terms of termination of the contract and others are agreed upon. Vadim Shablii, the most famous Ukrainian sport agent, points out that the most difficult thing while concluding a sports contract is to reach a consensus in finding a compromise on significant issues of the contract. The parties do not always come to meet each other in person, including the clients. If during the negotiations the agent and the other party have agreed upon all the contract terms, then the decision must be approved with the athlete. Since the opinion of the agent and the opinion of his client may diverge, the latter must weigh all the advantages and disadvantages himself (the opinion expressed by V. Shablii in the telephone conversation with the author of this publication).

As a result of the research, the following conclusions have been made. It is clear that the problem of sports contracts requires further study and research. At the legislative level, labor relations in the field of sports are regulated by regulatory acts, which have lost their relevance in the times of market economy and do not meet the requirements of the current situation in sports. In particular, the Labor Code of Ukraine establishes general rules for all employees, including athletes, despite the fact that the athletes' labor relations require a separate legal definition.

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INFLUENCE OF MODERN YOUTH VALUE SYSTEM ON DEMOGRAPHIC STRUCTURE

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The report deals with Demographic Crisis which can be understood as the situation when sociologists indicate negative population parameter.

Is there anything dangerous about depopulation? Significant decline in the birth rate comes with phenomenon known as aging of the nation. It means that majority of population is people of retirement age. In such case the nation's potential in production, research, and many other areas is decreasing. As a result, we can observe increase in pressure on medical and social institutions and in growth of taxes paid by people whose age is appropriate to work.

Moreover, from a sociological point of view, a question arises whether families whose members have made a decision to be childless can be considered full-fledged, which in its turn extends the question by asking if anything important may be lost because of people's orientation toward being childfree. Nowadays such a question is as relevant as it has ever been and even more. But we should understand that such social institution as family is able to be changed in accordance with the global situation. So, the youth should face the decision to have children or not.

In recent years, we have been able to observe a situation like this: modern young families have increasingly come to the conclusion that they want to have only one descendant or do not want to have children at all. For sociologists and demographers in Ukraine childless families are an actual target for research, because over the last decade, Ukraine has experienced a decline in absolute and relative fertility rates. According to the researchers (Eurobarometer data in machining of Jon MacInnes) there are 19% of people, who prefer not to have children. There is evidence that only 2-3% of them are incapable to give birth to a descendant because of health issues, while the main part of them are willing to be childless.

It is interesting to mention that the majority of scientists who have been doing the research on a childfree position, conclude that voluntary childlessness is a form of deviation.

In accordance with classification, proposed by Johan Vivers, there are two types of childfree people. They are *rejecters* (those, who actually hate children), this group consisting of minority. The other group is made up of those who refuse to have children for the benefit of self-freedom and is called *alficionado*.

Modern researches have led to conclusion that there are two more types of voluntary childless people: "*permanent de-layers*" (they are the people who actually don't mind having children, but for different reasons delay it. There are also "*wave-like refusers*," for who it is hard to make a final decision whether they want to have children or not, till it might be too late.

According to numerous researches all of those positions may be a wish or a purpose to make a career, especially among women. Usually the birth of a baby does not make any problems for a male's career unlike that of a female. Nowadays a great amount of modern young women have an orientation to making a career with high salary, which demands a lot of their time. So, voluntary childlessness consists in the prospect of self-actualization. According to academic Bogachiova, self-supportability is the main criterion of modern youth and it is going to destroy the traditional way of the society structure. This is how parenthood becomes

secondary value.

A clear-cut example of the foregoing statements is an interviewing made by a group of sociologists for the purpose of determining which reasons push young people to refuse of parenthood. Some of the most indicative answers of the youth will be represented further in this paper. One of the first respondents said that children were a waste of time and money: "Oh, you know, I see how much time my friends are killinfor the benefit of their children, and I also know how much money they spend on children. So I can say that children are waste of resources. I'd rather spend this money on traveling and self-development." Another informant reported, "The surrounding people do not understand me. They ask me questions such as: "When are you going to have children?" and said that he felt as if everybody were pushing him to become a parent.

As we can see, the demographic situation is related to the values of the youth. Most of the childless people simply decide not to have children. So, the conclusion might be the following: young people aim at career building and self-development and cannot see such things in combination with parenthood Some young people consider children to be a waste of money and time. There are also some individuals who do their best to resist to being pushed to be a parent.

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COMPETENCE OF ENGLISH COURTS IN THE MODERN WORLD

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The competence or jurisdiction of the English courts, that is, the range of cases with an international element that the English courts consider themselves

authorized to resolve, is unusually broad compared to other countries. According to the traditional principles of common law, this competence is almost limitless and is limited only by certain procedural nuances associated with the notification of the defendant. However, one should not think that the English court will decide to decide any dispute between the inhabitants of any country at all. The court has great freedom, in its discretion, to accept or reject the consideration of an international dispute. Lawyers from the continent may find this strange, but neither the courts nor the legislators of England have ever considered it necessary to formulate in general the terms the principles on which the jurisdiction of the British courts is based, as done, for example, in the Russian procedural codes. In fact, this means an implicit presumption that any disputes are in the competence of the English court, with those exceptions that are discussed separately. However, most commercial disputes with a foreign element can in principle be the subject of an English court. "Under the rules of common law, any person on the globe can take advantage of the jurisdiction of the English court or fall under its jurisdiction, on the condition that the defendant is duly summoned to court", as formulated in the classic English treatise on private international law. That is, for the court to exercise its jurisdiction, it is necessary to fulfill only one procedural requirement, namely, proper notification of the respondent.

According to the general rule, consecrated by centuries-old precedents, such a proper notice necessary for the exercise by the English court of a "personal" (in personam) jurisdiction over the defendant is the personal delivery of the summons to the respondent, and the delivery must be in England. Thus, the simple fact of the delivery of the notification takes on a decisive, almost magical significance in establishing the jurisdiction of the case to the English court. Further, speaking of the jurisdiction of the English courts, it is important to note the following. In spite of the broadest, formally speaking, competence of the English courts, the range of really taken them to consideration of claims is substantially limited by the ability of the court, at its discretion, to refuse to consider those cases, the consideration of which in England for one reason or another is "inconvenient". "Convenient" place of consideration of disputes in this context means, in fact, the same as "proper", that is, the most appropriate to the interests of justice. When deciding whether to accept a case for consideration by a court, such factors as the location of the participants in the process, witnesses and evidence in the case, applicable to the relations of the parties to the law, etc. are taken into account. Accordingly, if it is a purely Ukrainian commercial relationship between two Ukrainian residents or Ukrainian organizations, the English court will for sure find that the English court is an "inconvenient forum" for the consideration of this case.

Thus, in spite of the fact that formally the English courts have almost unlimited competence with respect to commercial disputes (subject to proper notification), in reality the courts, in essence, choose for themselves the cases for consideration. A judge, subject to a number of criteria, but ultimately at his own discretion, determines whether the English court is an "appropriate" and "convenient" place to settle the dispute. If so, the court accepts the claim for

consideration, even if for this it is necessary to give permission to notify the respondent abroad. If not, the court refuses to review the case, even with proper notice. The enforcement of the decision of the English court in the countries of the European Union (EU) does not cause any problems due to the relevant EU legislation.

With many jurisdictions, primarily with current and former members of the Commonwealth of Nations (British), Britain has bilateral agreements on the mutual enforcement of judgments. Accordingly, the execution of the English judgments in these countries also does not cause problems. The list of relevant countries is very big.

There are no bilateral agreements with some countries, but the English judicial decisions can be enforced on the basis of local legislation and the so-called "international comity" (*comitas gentium*) principle.

Thus, although the English judicial decision can not be recognized in all countries of the world and not under any circumstances, but still the spectrum of countries where such recognition is practically guaranteed is very wide. In particular, it includes all the EU countries, the USA, Canada and most of the offshore zones. The latter is very important in relation to Ukrainian disputes, since a significant part of Ukrainian commercial assets is traditionally registered with offshore companies. Accordingly, the plaintiff in this case has a real opportunity to enforce the judgment of the English court. It should be noted that the decision of the Ukrainian court will certainly be much more difficult to recognize and enforce in the offshore zone.

Drawing conclusions from all of the above, we can say that the main reasons for the trials of foreign billionaires in the English courts is

In any case, the trial will be maximally objectively and will base on the basis of the relevant facts and legal norms. At the same time, no "Ukrainian specificity" (or the specifics of another country) will not become an obstacle for the consideration of the case in accordance with the English legal standards.

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IMMOVABLE THINGS AS THE SUBJECT OF CIVIL LAW

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The research of the concept of “immovable thing” in civil law is important. This category has been known since the Roman times. It is still widely discussed by scholars. The main aim of the research is to interpret the concept of "immovable thing" in the context of the Civil Code of Ukraine, to clarify its nature, identify its contradictory aspects and find out the ways to solve them.

According to Article 179 of the Civil Code of Ukraine, the subject of the material world is the subject in regards to which civil rights and obligations may be applied. Objective law classifies things according to various criteria. One of the most important is the division of things into movable and immovable [3].

For a long time the category of “immovable thing” has been discussed in the Ukrainian legal studies. This discussion was finalized in Article 181 of the Civil Code of Ukraine, which states that immovable things (real estate) include land plots, as well as objects located on a land plot, the movement of which is impossible without depreciation and change of its use. The real estate item can include aircraft and seagoing vessels, inland navigation vessels, space objects, as well as other things that are subjects to state registration. The definition and additional information to this rule of civil law promote the development of the category of “immovable thing” [3].

The legislator in the first paragraph of Article 181 of the Civil Code of Ukraine uses the notions “immovable thing”, “immovable real estate” and “realty”, so we can conclude that the legislator identifies three types of immovable things. However, we should underline that the notion "thing" is different from the notion "real estate". The set of immovable things can form a real estate. The notion "realty" has its own meaning and should not be considered synonymous of the notion "real estate". It is a set of the objects of nature on the earth's surface and they cannot be moved.

The classification of immovable things by their features includes natural origin, physical attachment to the land plot and the legal nature of immovable things; it is reflected in Article 181 of the Civil Code of Ukraine.

The first feature underlines that the main object to denote the notion of immovability is a land plot. This thought was introduced in Ancient Rome law and it is still relevant nowadays as it is the best example of immovable property.

The next feature is the physical attachment to the land plot. Article 181 of Civil Code of Ukraine defines it as follows: “<...> objects are located on a land plot, the movement of which is impossible without depreciation and changing of their use”[3].

Modern developments in science and technology allow changing location in space even of such big real estate objects as buildings. Ability to move things around the surface of the earth with the help of modern technical means does not exclude the status of these things as immovable. However, at this stage, the movement of motionless things is something unique and exceptional. Moreover, the characteristics of immovable property change, especially those of address and anchorage to the land plot.

Considering the characteristic of the physical attachment to the earth, it is necessary to mention not only the objects that are directly located on its surface, but also the underground objects. They are not described as immovable things in Article 181 of the Civil Code of Ukraine. This category includes underground car parks, storages, automobile and railway tunnels, etc. The definition of these objects as immovable can be illustrated by the example of linear pipelines.

Analyzing the characteristics of the pipeline, we can conclude that they correspond to immovable things as far as they are attached to a definite land plot, they are durable, stationary, capital, designed for a prolonged use, besides, they are of high value and have a definite purpose (trafficking of gas and liquid). A good example for the Ukrainian legislator can be that of the Republic of Belarus, where they made up the state cadastre of underground immovable objects [1].

“Legal character” is considered to be the third characteristic of an immovable object. There is a problem if state registration can become an instrument of defining the immovability of an object. It is necessary to refer to Article 181 of the Civil Code of Ukraine in order to define the interrelations between such notions as: “thing is immovable” and “the spread of legal regime of real estate to the thing”. If we take into consideration physical characteristics of immovable things, then state registration of the rights to immovable objects is not a characteristic of the latter. State registration of the right to a thing must be a classifying characteristic of the real estate [2].

The state registration of space objects, air, sea and river vessels (but not the rights to them) is regulated separately, because the Law of Ukraine “On the State Registration of Rights to Immovable Property and Their Encumbrances” does not apply to these objects.

Having summarized all the above, it is possible to suggest few changes to Article 181, namely: Immovable things (real estate) include land plots, objects located above and under the land plot, the movement of which is impossible without their destruction and change of their use, an enterprise as a single property complex is on the list of immovable things too.

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E-DEMOCRACY. POSSIBILITY OF USING IN UKRAINE

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Electronic democracy is any democratic political system in which computers and computer networks are used to carry out the most important functions of the democratic process, such as disseminating information and communication, uniting the interests of citizens and making decisions (through consultation and voting). In many Western studies, the main goal of e-democracy is to raise the level of political participation. Analysis of the role of the Internet as a guarantor of democracy is one of the most promising directions in political theory. Modern information technologies are not only the form of the implementation of democratic procedures, but also the essence of the development of social processes. The classical concept of democracy proceeds from the postulate: democracy is based on the common interest of the majority of citizens, forming their common will. Nevertheless, in the postindustrial society the former forms of solidarity are disintegrating, resided some forms of pluralization positions and interests. The differentiation of representations, principles, values, norms of behavior, fragment civil society, prevents achieving the degree of agreement are necessary for the democratic management of society. The end of XX century marked the transition from "a policy of interests and goals" to "a policy of values." Modern political science proceeds from the premise that "old politics" is "party politics", parties of the old type, based on class criteria, on the interests of social groups, division of the party spectrum into "left" and "right" is gradually disappearing. New social movements and new social practices come to their place, including in the system of representation, the "participation democracy" is spreading, again the task of expanding the application of "direct democracy" was on the agenda. An important role in this process is played by the Internet. The key question in assessing the role of information technology for democracy is how much government and civil society will learn to use the opportunities provided by new channels of information and communication to promote and strengthen the basic representative institutions that unite citizens and the state. With this consideration, the opportunities for public participation created through new technologies are certainly important, but the Internet is capable of generating information, enhancing transparency, openness of activities and responsibility of national and international authorities, as well as strengthening channels for interactive communication between citizens and intermediary institutions. These are special functions, and the Internet implements some of them better than any other means. In particular, the Internet could provide more appropriate means for engaging minority parties in political campaigns than traditional mass media (newspapers, radio, television); to provide a broader one-time access to information for journalists to official documents and current legislative initiatives

and proposals. Rapid dissemination of the Internet provides the opportunity for rapid access of an unlimited number of people to the texts of draft laws at the stage of their preliminary development, as well as to the maximum volume of non-classified analytical information. By reducing the costs of receiving and transmitting information, a group of people who have the opportunity to participate in the development and adoption of politically significant decisions, significantly increases - potentially to the level of the entire politically active population. As a result, the prerequisites are created for a gradual reduction in the acute perceived inequality of political opportunities for citizens of formally democratic states, predetermined by inequality in the distribution of property and income. Nevertheless, it would be completely unreasonable to leave the problems associated with the dangers and risks of e-democracy without scientific analysis, in particular the danger of manipulating voting and election data due to a lack of sufficient data protection, the danger of dividing society into those who own information, (digital division), and as a consequence, infringement of the principle of choice democracy, there is also the danger of propaganda of criminal and extremist groups and their influence, especially on young people. The debate on e-democracy has shifted in recent years towards discussing e-government projects. In the Ukrainian case, e-government means, first and foremost, increasing the effectiveness of state control over citizens in the areas of tax collection, combating crime, etc. The Western approach implies, in addition to facilitating communication, strengthening citizens' control over the government, which is primarily due to the introduction public performance indicators of the latter. It is important to note that if informatization is rapidly developing "at the top" without penetrating into society, it deprives citizens of the opportunity to monitor the activities of state structures, to check them, which means that not only does the state make it more transparent, but it can also strengthen the government's monopoly on information. Electronically "from above" will thus give the ruling elite additional opportunities for manipulating society and individuals. The greatest prospects in Ukraine have the process of using Internet technologies to further expand the existing system of representative democracy and the development of "e-democratization" processes. Its main purpose is to use the Internet to increase the access of voters and media representatives to lawmaking, reduce the costs of forming associations and associations of voters, improve the effectiveness of feedback between voters and their representatives in the legislature. For Ukraine, the problem of the "new despotism", that is, sophisticated refined forms of manipulating society with the help of modern communication technologies, mass culture, and the political process is also topical. "New despotism" does not resort to open violence, suppression of individual rights. The structure of liberal democracy is preserved, but its content (the function of civil will) is emasculated. Thus, B. Barber points out that "new technologies can become a dangerous conductor of tyranny ...", and thus "new despotism" is able to bring people's lives beyond the framework of political life. Technology, therefore, can change the methods of regulation, but does not change their essence, and the dependence of the

emergence of information openness as a consequence of the electrification of relations between citizens and state institutions can not be called direct. The introduction of "e-democracy" is not able to make the police state more open, but it allows to improve the system of expression of will and increase the political participation of each member of society in cases of healthy functioning of a particular political system.

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KHARKIV AS HISTORICAL PLATFORM FOR ‘SMALL CITIZEN’ SOCIAL INFRASTRUCTURE FORMATION

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In different historical epochs the attitude towards the child was not the same. Economic growth and development of scientific thought in the world influenced the awareness of the child as a separate social and age category in the second half of the 19th – beginning of the 20th centuries. The value of children's life increased, so the problem of high infant mortality became one of the basic concerns for medicine. The public and city government of Kharkiv also realized the importance of ensuring the special needs of small citizens, which became the necessary impetus to the formation of social infrastructure for children in the second half of the 19th – early 20th centuries.

The social infrastructure for children included children's hospitals, social care, educational institutions as well as circuses, theaters, toys and children's clothing stores. The purpose of the research is to identify the most and least developed areas of social infrastructure for children in Kharkiv. Comparative analysis, cartographic and statistical methods constituted the main methodology applied in the study.

Orphanages and educational institutions made up the only institutions for children in the late 18th – first half of the 19th centuries. While there was one orphanage for children within the first half of the 19th century in Kharkiv, at the end of the 19th century there were as many as 21 institutions. It should be pointed out that formation of a network of pre-school institutions in Kharkiv began in 1889.

The sphere of public education in Kharkiv was one of the most developed across the whole Russian Empire. In the city there were 111 primary schools and

21 secondary schools in 1903. For example, 36 elementary schools and 10 secondary schools were in Poltava in the same year. According to the data obtained, art, music, dance and sports schools for children appeared in Kharkiv within the analyzed historical period.

The development of medical facilities for children deserves particular attention. In the Russian Empire approximately 42.5% of babies used to die during their first days of life in the 1870s. Kharkiv was not an exception. The first children's hospital was founded here in 1878. One should emphasize that in the beginning of the 20th century there were three children's hospitals in Kharkiv, whose effectiveness was proven by the fact that infant mortality in the city decreased by 60%.

The children's fashion largely underwent transformation in the second half of the 19th century. Clothes became comfortable for active games. Children were given an opportunity not to be dressed as little adults. However, there were no children's clothing stores at that time. Clothing and footwear stores could be found in separate departments for children. With 24 footwear stores, only 9 sold children's shoes in 1881. It might sound strange, but the available findings show that the most entertainment facilities were oriented towards and designed for adults. Children were able to visit circuses and performances for children in the theater. It was not before 1920 when the first young spectator theater appeared in Kharkiv.

In conclusion it is worth emphasizing that the second half of the 19th – beginning of 20th century became the period when social infrastructure for children in Kharkiv was being formed. It was in Kharkiv where one of the most developed networks of medical institutions and educational organizations for children in the Russian Empire was established, with a sphere of entertainment being the least developed branch of social infrastructure. It should be highlighted that children from all social classes were able to survive and get education during that particular historical period.

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PROHIBITION OF DISCRIMINATION IN UKRAINE

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Discrimination is a concept according to in which a person or a group of persons on the basis of their features of race, color, political, religious or other beliefs, gender, age, ethnic or social origin, or other characteristics that were, are, may be valid or implied, will be subject to restrictions in the recognition, implementation or use of rights and freedoms in any form prescribed by law. In Ukraine The Law "On Principles of Prevention and Counteraction of Discrimination in Ukraine" is in force. It defines the organizational and legal principles of prevention and counteraction of discrimination in order to ensure equal opportunities in the realization of human and civil rights and freedoms.

Legislation of Ukraine is based on the principle of non-discrimination, which provides: 1) ensuring equality of rights and freedoms of individuals and / or groups of persons; 2) ensuring equality before the law of persons and / or groups of persons; 3) respect for the dignity of each person; 4) ensuring equal opportunities for individuals and / or groups of persons. The action of this Law extends to the following spheres of public relations: public-political activity; justice; labor relations; education; to other spheres of public relations.

Discriminatory actions that do not restrict and impede the rights and freedoms of others and do not give unreasonable benefits to individuals or groups of persons on their specific grounds, for which positive actions are applied, shall not be considered as discrimination.

In accordance with the Constitution of Ukraine, generally accepted principles and norms of international law and international treaties of Ukraine, all persons, regardless of their specific characteristics, have equal rights and freedoms, as well as equal opportunities for their realization. Main directions of the state policy on prevention and counteraction of discrimination: 1. State policy on prevention and counteraction of discrimination is aimed at: non-discrimination; use of positive actions; education and propaganda among the population of Ukraine of the respect for people regardless of their specific features, and the dissemination of educational activities in this area. The subjects that are empowered to prevent and combat discrimination are: the Verkhovna Rada of Ukraine; the Commissioner of the Verkhovna Rada of Ukraine for Human Rights; Cabinet of Ministers of Ukraine; local governments; public organizations, individuals and legal entities.

The Authorized Representative of the Verkhovna Rada of Ukraine on Human Rights plays an important role in this system in terms of preventing and combating discrimination.

Also, the Cabinet of Ministers of Ukraine ensures a unified state policy aimed at adhering to the principle of non-discrimination in all spheres of society's life. A person who believes that discrimination has arisen to him\ her has the right

to complain to state bodies, local self-government bodies and their officials, the Commissioner of the Verkhovna Rada of Ukraine for Human Rights and / or to the court in accordance with the procedure established by law.

Everyone has the right to compensation for pecuniary and non-pecuniary damage caused to him/her as a result of discrimination.

The procedure for compensation for pecuniary and non-pecuniary damage is determined by the Civil Code of Ukraine and other laws.

Persons guilty of violating the requirements of the legislation on the prevention and combating of discrimination carry civil, administrative and criminal responsibility in accordance with the legislation of Ukraine.

Thus, we can conclude that Ukraine has legislation that fully protects the Ukrainian population from discrimination. Public authorities are also at the forefront of the prevention of discrimination in Ukraine.

VALUES AS A KEY TO POLITICAL MODERNIZATION OF UKRAINE

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Currently the obvious characteristic of the Ukrainian political process are discussed from the point of view of the neo-patrimonial regime [Fisun 2016]. Such a regime is distinguished by two basic principles. Firstly, the political system is not oriented towards the production of the "common good" and thus the state's effective functioning, but is aimed at the political players' self-serving practices of rent-seeking and "state capturing". Secondly, a key role is played not by rational and legal relations within the framework of formal (legal) systems of interaction, but by client-patronage networks in which the most favorable and beneficial position (in terms of political status) is determined by the degree of proximity to the "patron" and the amount of available resources. Another pivotal standpoint is the assertion of the ineffectiveness of Ukrainian state legal mechanisms. Most often, it is the weaknesses of legal institutions (the lack of a balanced system of checks and balances) that the responsibility is put upon for the current triumph of neo-patrimonialism.

What is still the vaguest and most uncertain aspect of modern political analysis? This is exactly what provides the basis for the logic of neo-patrimonialism or defective Ukrainian democracy. The problem of sustainable reproduction of this regime is not clearly explained either, concerning the phenomenon that despite the attempts of transformation (due to the revolutions of 2004 and especially in 2014) such a regime seems to be simply evolving, creating ever more stable forms. That is why we assume that there is a crucial necessity to

establish a new research focus for Ukrainian political process analysis, within a framework of which it could be profoundly explained how symbolic systems and cultural stereotypes provide sound justification for the political institutions whose functioning is not always adequate.

A classic work that illustrates the practical function of values is the study of R. Putnam "Making Democracy Work: Civic Traditions in Modern Italy" [Putnam 1993]. While R. Putnam explained the effectiveness of democracy primarily through the development of civil political culture, today researchers have significantly expanded the list of values that are complementary not only to democracy but also to economic development. The most common classification of such values is suggested by the R. Inglehart, who singles out the values of self-expression (favorable for the development of democracy) and the values of survival (hindering democratic processes) [Inglehart, Welzel 2005].

In Ukrainian society at the moment one can state the prevalence of another type of values: values of survival that, unlike values of self-expression, do not assume responsibility for anything other than people's own lives and, thus, contribute to the formation of a culture of conformism in civil and political spheres, preserving the minimum level of political will of political elites concerning the effective reforming of the system.

Those values can be characterized by such peculiar features.

1. Materialism. Monopolistically high food prices and low incomes lead to the situation when half of Ukrainians' revenues is spent on food and the rest is spent on utilities. As a result, while in Europe, according to the study of Pew Research Cent, the greatest fears among citizens are ISIS, global warming and cyberattacks, the strongest fears of Ukrainians, according to the research of the Institute of Sociology of the National Academy of Sciences of Ukraine conducted in July 2017, are a rise in prices (77%), non-payment of salaries and pensions (62%), unemployment (60%). Such empirical data clearly illustrate the tendency of Ukrainians to focus on primary, basic needs, on daily earning of means of survival. Obviously, in such conditions, there is no ground for a social demand for radical political reform.

2. Civil and political passivity and irresponsibility. Despite the development and strengthening of Ukrainian civil society over the past few years, Ukrainians are still hoping for everything to be decided for them "from above" and without their participation. This is evidenced, for example, by the results of the implementation of the decentralization reform, which is progressing at a very slow pace not only due to the resistance of local or regional leadership and for other formal reasons, but also owing to the reluctance of residents to take the initiative and responsibility.

3. "Limited morality". Lack of trust in society leads to the phenomenon when "codes" of conscientious and honest behavior are often limited to small circles or, as in the Ukrainian case, to networks of the "privileged" (relatives and trustworthy colleagues). Outside of this small network, opportunistic and selfish behavior is considered natural and morally acceptable. This is what distinguishes

Ukrainian society from the West, where abstract rules of good behavior ("generalized morality") are applied in all social situations, rather than only among relatives and friends.

4. Conservatism. A high level of religiosity is another characteristic feature of traditional values, in contrast to the secularism of modern values. Modern Ukrainian society is very religious. The Church steadily retains its leading position as a social institution, which Ukrainians trust more than other state and public institutions. Thus, according to the Razumkov Center research conducted in October 2017, 64.4% of citizens trust the Church as a social institution. However, due to the activation of the volunteer movement, Ukrainians show the greatest level of trust to volunteer organizations (66.7% of respondents).

Nevertheless, the conservative views of the majority of Ukrainians significantly influence the attitude towards post-material issues related to gender and sexuality. 83% of Ukrainians, according to the results of the aforementioned Pew Research Center study, believe homosexuality to be morally unacceptable. The least conservative in this respect among the countries of Central and Eastern Europe is Greece (51% of respondents chose this option), the most – Armenia (98%). However, with regard to traditional views on the role of women in society, Ukrainian society demonstrates some "freedom from patriarchal stereotypes": less than half of the citizens (41%) fully or rather agree that the wife should always obey her husband.

In conclusion it should be underlined that the establishment of an effective and stable democracy is possible only if there is a corresponding social demand, "interest" in the society, when the priority requirement of citizens is the provision of civil rights and freedoms. That is why changes in the value-cultural sphere are an important and necessary process on the path of Ukraine's political modernization underlying the quality and effectiveness of socio-political transformations.

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EFFECTIVE JUDICIAL PROTECTION: THE PROBLEM OF LEGAL DEFINITION AND PRACTICE OF THE EUROPEAN COURT OF HUMAN RIGHTS

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The main duty of a law-governed state is the decent guarantee of human rights and freedoms. Due to the fact that the Constitution of Ukraine announced the course on the formation of a law-governed state, the problem of the effectiveness of legal protection of human rights, in particular the effectiveness of the protection of these rights in court according to Article 6 of the Convention for the Protection of Human Rights and Fundamental Freedoms, becomes a priority. The question of the effectiveness of judicial proceedings takes place in a civilized society.

The issues of the effectiveness of judicial protection are regulated by the Constitution of Ukraine, the Law on the Judiciary and the Status of Judges, the Law on the Implementation of the Judgments and the Application of the Practice of the European Court of Human Rights. In addition to national regulatory documents, there are a number of international legal instruments that guarantee this human right and formulate it as a rule, as a human right to an effective national legal remedy. These are, in particular, Article 8 of the Universal Declaration of Human Rights, Clause 3 of Article 2 of the International Covenant on Civil and Political Rights, Article 13 of the Convention for the Protection of Human Rights and Fundamental Freedoms. It is worth mentioning that there is no clear definition of the term “effective judicial protection”. However, Article 13 of the Convention for the Protection of Human Rights and Fundamental Freedoms states that everyone, whose rights and freedoms recognized in this Convention have been violated has the right to an effective remedy before the national authority even if such an infringement has been committed by persons who exercised their official authority.

Article 55 of the Constitution of Ukraine states that everyone has the right, by any means not prohibited by law, to protect their rights and freedoms from violations and unlawful encroachments. A person is free to choose any means to protect his or her rights. Everyone is guaranteed the right to appeal in court decisions, actions or inactivity of state authorities, local self-government bodies, officials and officers. Everyone has the right, after the use of all national remedies, to apply for the protection of his or her rights and freedoms to the relevant international judicial institutions or to the relevant bodies of international organizations whose member or participant Ukraine is.

The current practice forces individuals to apply for the protection of their rights and interests before international courts.

The European Court of Human Rights is an international judicial body whose jurisdiction extends to all member states of the Council of Europe which have ratified the European Convention for the Protection of Human Rights and Fundamental Freedoms. The ratification of the European Convention on Human Rights by Ukraine in 1997 allows all persons under the jurisdiction of our state to file complaints with the European Court of Human Rights (ECHR) if they consider their rights to be violated. To address a complaint to the ECHR, certain conditions must be taken into account: 1) the rights and freedoms guaranteed by the Convention or its protocols may be the subject of a complaint; 2) the complaint must be filed no later than six months after the final consideration of the matter by the competent state body – this term is not renewable; 3) complaints may only be made on the violations that took place after ratification by Ukraine (July 17, 1997); 4) in order for the complaint to be admitted in essence, the applicant must exhaust all domestic remedies to protect his or her right and, above all, judicial means of such protection; 5) complaints addressed to the European Court should relate to the events for which the government is responsible. Complaints against private individuals and public organizations are not considered.

The European Court is not the highest instance in the judicial system, therefore, it does not cancel the decision made by the state authority or national court, does not give directions to the legislator, does not exercise abstract control of national legislation or judicial practice, has no right to give instructions on taking actions having legal consequences. The court only considers specific complaints in order to establish whether there has actually been a violation of the Convention requirements. However, the court has the right to award “fair satisfaction of claims” in the form of financial compensation for material damage and non-pecuniary damage, as well as reimbursement of all expenses.

According to Article 46 of the Convention, the supervision of the implementation of the Court decisions is transmitted to the Committee of Ministers of the Council of Europe. Their task is not only to monitor the payment of reimbursement, but also how the state authorities correct the legislative gaps that have become grounds for referring to the European Court of Human Rights.

The main problem in Ukraine is the enforcement of ECHR judgments, in particular the payment of compensation, because in the Law “On the State Budget”, for the most part, there is a lower amount of reimbursement funds than is provided by decisions of the European Court. The number of lawsuits from Ukraine is increasing due to the urgent problems of the state: the annexation of the Crimea, an armed conflict in eastern Ukraine, so there are insufficient funds for compensation.

According to Article 8 of the Universal Declaration of Human Rights of 1948, everyone has the right to an effective remedy by the competent national courts in cases of violation of its fundamental rights granted to it by a constitution or by law.

It should be noted that Article 2 of the International Covenant on Civil and Political Rights of 1966 and Article 13 of the Convention for the Protection of

Human Rights and Fundamental Freedoms ratified by national law also enshrine the right to effective judicial protection.

In accordance with Article 6 of the Convention, everyone has the right to a fair and public hearing of his case within a reasonable time by an independent and impartial tribunal established by law.

Article 6 of the Convention provides for the right to a fair trial. There is no requirement for States to establish appellate or cassation courts. Where such courts exist, the safeguards contained in this article must also be consistent with ensuring effective access to those courts (paragraph 25 of the 'Delkur v Belgium' judgment of 17 January 1970 and § 65 of the judgment in the case 'Hoffman v. Germany' dated October 11, 2001).

In case of violation of the right to a fair trial, the interpretation of this article by the European Court of Human Rights not only contains the detailed description of the guarantees provided to the parties in civil cases, but also protects, first of all, the possibility the use such guarantees that is access to the court.

Consequently, the right to a fair trial, enshrined in Article 6 of the Convention, must be regarded as the right to access to justice. That is, Ukraine should create conditions for ensuring the accessibility of justice as a generally accepted international standard for fair justice. The most extensive interpretation of the content of this right can be found in the judgments of the European Court of Human Rights in the numerical application of Article 13 of the Convention, which is known to be the part of the Ukrainian legislation. Article 13 of the Convention guarantees the effective remedy by the appropriate national authority to anyone whose rights and freedoms set forth in the Convention have been violated.

Although this wording is quite understandable in legal terms, with the interpretation of Article 13 the Court faced more problems than the interpretation of other articles of the Convention. The court concluded that the protection offered in Article 13, should apply to all cases of substantiated allegations of violation of the rights of the freedoms as guaranteed by the Convention. In 'Silver and Others v. the United Kingdom' (1983), the Court made the following clarification: "When a person makes a statement alleging a violation of the rights guaranteed by the Convention, he must have remedies before the appropriate national authority, in order to her question was resolved, and in order to receive compensation, if necessary".

Article 13 contains a requirement that the remedy must be effective in order to satisfy the requirements of this article. When a person complains that the available remedies have been ineffective, the court decides that the respondent government must prove the existence of such effective remedies in an analogous case.

Consequently, the notion of effective judicial protection exists, it is interpreted in various cases of the European Court of Human Rights. The effectiveness of a legal remedy for the protection of human rights is its property, which is the theoretical capacity and the real ability of this medium to ensure the achievement of its social goal - to protect human rights.

The above analysis makes it possible to conclude that the content of the requirement for legal certainty as one of the demands for the principle of legal certainty regarding the realization of the right of everyone to effective judicial protection is: 1) the requirement of a clear wording of the legal norm, which is the main group in the requirements for the definition of the legislation regulating social relations that arise in the implementation of the aforementioned right; 2) the conditions under which the restriction of the right of everyone to effective judicial protection is to be clearly stated; 3) normative legal acts regulating social relations that arise in the realization of the right of everyone to an effective judicial protection must be necessarily made public; 4) changes introduced into the law governing the social relations that arise in the realization of the right of everyone to effective judicial protection must be predictable; 5) the rules of law governing the social relations that arise when implementing the right of everyone to an effective judicial protection must be stable.

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E-GOVERNMENT AS A NEW MODEL OF GOVERNANCE IN MODERN CONDITIONS

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Establishing relations between the subjects and objects of public administration in modern conditions is one of the key tasks of Ukraine. Today, e-Government is regarded as an effective mechanism of public administration and a form of cooperation between the state and the citizens. The state should build an optimal system of operation, the main factor of which is the openness,

transparency of authorities subjects before the civil society. The following are the principles for e-Government functioning as it is formed on the basis of information technology systems, modern computer systems, which makes the objects of public administration take an active part in making executive decisions, to control and monitor the process of their implementation.

The concept of "e-Government" was first introduced in the early 90s in western countries with the aim to define the process involving restructuring of the administrative reform. At that time, information and communication technologies were widely introduced into state administration, and the external conditions of life needed to be changed for a more productive and efficient functioning not only the state, but also the population of these countries in the social, economic, educational, business spheres, etc. So far, there is no a clear definition of the concept "e-Government", but we agree with the researcher P. S. KIlmushin, who describes e-government as a system of interaction between state authorities and the public based on using modern information technologies to improve access and quality of public services, reduce the term of their implementation as well as reduce the administrative loading on citizens and organizations associated with these services getting. This method minimizes the number of personal applications and shortens the list of the documents submitted [1]. In his turn, O. Baranov defines e-Government as a government in which the entire set of internal and external ties is provided through certain computer technologies. The requirement for the transition to e-government is the widespread computerization of all processes in the regular activities of ministries, departments, local authorities [2]. Therefore, in the modern world, an effective use of electronic technologies should simplify the life of all citizens of the country. The outlook of the people is dramatically changing, the demands of the citizens to the government are becoming more clear, new opportunities appear for establishing new partnerships.

In the conditions of formation of a legal democratic state, one of the main directions of the e-Government activities is an electronic democracy based on using technical means, which help to solve many of the problems of a procedural nature. Such activities as carrying out electronic consultations or e-voting, virtual city meetings organization, open meetings, public opinion polls and community forums increase the degree of citizens' participation in political activities [3]. The advantage of e-democracy is the opportunity to participate in the discussion of bills and government decisions. Public opinion is analyzed and taken into account through a comprehensive statistical research using electronic means. Ordinary citizens can express their positions on specific issues and defend their own interests. Therefore, the necessary condition and responsibility of state authorities and local government bodies is to establish a supportive environment for holding meetings on-line. At the same time, participation and access of the public to the meetings can be governed by the regulations of the relevant authorities. At the legislative level, there should be a list of administrative services and the algorithm of getting these services in the remote mode. An effective monitoring system for the needs of service users and the service quality should be introduced. These goals

implementation promote the development of the information society and e-government in accordance with the principles of interaction and partnership. The activities of the authorities are focused on the interests and needs of the citizens and are more transparent. Achieving efficiency in relations depends on the training of qualified public officers and simultaneous preparation of information infrastructure of the e-government.

For Ukraine, e-Government is a new principle of public administration. Its application in practice is still imperfect, the legislative and regulatory acts are controversial and require revision. Not only the society, but also the state, businesses and even foreign countries are interested in establishing an interaction between the bodies of state power, bodies of the local government, on one side, and their own staff and users, on the other side, through the computer and communication technologies. An essential factor in implementation of this project is willingness of the citizens to use the opportunities of the computer technologies, evaluate their advantages in applying them directly for the person's life, business, public and research activities, education, etc.

Based on the abovementioned, conclusions can be made that excellent functioning of the e-Government stimulates increasing of competitiveness for the whole country. It also allows to rapidly and efficiently develop economic, technological industries and trade. To introduce e-Government, it is necessary to develop a fundamentally new legislative basis and adapt it to the relevant international requirements. Implementation of a new model of public administration using computer technologies in Ukraine can fundamentally change the relationship between the subjects and objects of public administration, turning them into partners.

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JUDICIAL REFORM IN UKRAINE: ON THE WAY TO DEMOCRACY

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The main problem of judiciary in Ukraine is *lack of trust to this judicial system*, because of clan connections, corrupt practices, political influences and deals. That is why, in an attempt to become a democratic European country, in

2016 the Law of Ukraine "On Amendments to the Constitution of Ukraine on Justice" (so called judicial reform) entered into force. This involves the following conceptual changes:

Changes in the court system. The Law on Judicial System implements judicial system, which include local courts, courts of appeal and the Supreme Court, carrying out the functions of cassation. In order to consider specific categories of cases, high specialized courts will function within the judicial system. The Supreme Court will consist of the Supreme Court Grand Chamber, the Administrative Court of Cassation, the Commercial Court of Cassation, the Criminal Court of Cassation, and the Civil Court of Cassation.

Specialization. Given the specificity of certain categories of cases, the reform introduces the High Court on Intellectual Property and the High Anti-Corruption Court that will act as first instance courts hearing specific categories of cases assigned to their jurisdiction. Furthermore, additional specialization is introduced at the level of cassation review.

New procedure for appointment, dismissal and responsibility of judges. The minimum age of judges has been raised to 30 years, and a maximum of 65 years has been introduced. The procedure of appointing judges on the basis of public competition and qualification assessment was described in the new legislation. Such appointment shall be performed by the President upon the proposal of the High Council of Justice (formerly the permanent election of judges was carried out by the Parliament). To ensure the independence of judges, they are appointed for indefinite period of time. However, in order to prevent abuse, established grounds for dismissal were extended and the scope of immunity was narrowed. Thus, the judge may not be held liable for their judgment, while committing a crime or disciplinary offence will trigger the liability on common grounds. The exhaustive list of grounds for dismissal of judges covers, in particular, such grounds as a significant disciplinary misconduct committed by a judge, gross or systematic negligence of their duties, which is incompatible with the status of a judge or reveals their discrepancy of a post, as well as a violation of the duty of the judge to confirm the legality of the source of origin of funds. The High Council of Justice was granted the authority, *inter alia*, to dismiss judges from office, to approve arrest of a judge or his/her detention, and take a decision on temporary suspension of the judge from exercising justice.

Introduction of additional requirements for the judges. The Law establishes the duty of the judge to confirm the legality of the source of origin of funds in the course of evaluation of judge's suitability to the position or during disciplinary proceedings initiated in the circumstances causing doubts of legality of the source of origin of the funds or integrity of the conduct of the judge. Moreover, the judge is now obliged to submit a Declaration of Judge's Integrity and a Declaration of Judge's Related Persons, which shall be open to public access and published on the official website of the High Qualification Commission of Judges of Ukraine. In addition, there is a profound check of the Declarations of each judge at least once in five years, or at special request of the High

Qualification Commission of Judges of Ukraine or High Council of Justice.

A constitutional complaint. The reform introduced eligibility for all citizens and legal entities to file the constitutional complaint to the Constitutional Court regarding compliance with the Constitution of Ukraine of the law, where the complainant believes that the law of Ukraine, applied in the final decision of the case they were involved in, contradicts the Constitution of Ukraine.

To sum up, Ukraine has chosen the course on Euro-integration, which symbolized a European choice of Ukraine, a final breakaway from the Soviet past, and the acceptance of the European values of democracy and respect for human rights. To be considered as a real democratic state not only on paper, our government must provide great reforms to have more effective, fairer judiciary, law enforcement, and political system, apart from improving Ukraine's business environment and economic prospects, that will have huge benefits for the society and bring it closer to the long-dreamed European integration.

THE IMPACT OF GLOBALIZATION ON LAW AND HUMAN RIGHTS

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Globalization is a process of global legal, economic, political and cultural integration and unification. The impact of globalization on law and human rights can be viewed from two sides.

On the one hand, a more open system of international legal human rights can expand the freedom of individuals and increase their ability to implement and protect their rights. On the other hand, the benefits from the processes of globalization are distributed unevenly and some of its aspects pose a threat to rights and freedoms. This puts the international community in the task of strengthening the international human rights regime. It should also be noted that as a result of the processes of globalization, the state ceases to be the only source of human rights protection. The development of the communication and transport system has significantly reduced the ability of governments to control the flow of information, knowledge and ideas, expanding the ability of groups of people with similar convictions to organize, regardless of state borders, which has contributed to the development of international non-governmental organizations and the emergence of an international civil society. Also, the positive aspect of globalization regarding law and human rights is the consolidation of legal systems of different states for joint struggle against global problems, regulation of interstate relations. One can give an example of the development of the "European Law", whose rules regulate the relations between the member states of the European Union. The third positive aspect of the globalization regarding law and human rights for states is the fact, that countries, whose interests are legally affected by

globalization, which conscientiously fulfill their functions to ensure the rights and freedoms of their citizens, there is a need to support the system of international legal human rights, so that they subsequently become the legal basis for the protection of the interests of its citizens both within such a state, but already with the support of international non-governmental organizations, and at the world level, in the international institutions, such as the European Court of Human Rights.

Next to the positive moments, there is a downside to the coin. Firstly, the negative role of globalization regarding law and human rights is played by the economic aspect of globalization, in which the restriction of citizens' rights and freedoms may be related to the fact that countries compete with each other for the investment of transnational corporations, for which they are prepared to reduce the budgetary allocations for education and health, reduce the wages of the population, restrict their rights, only with the goal of providing such enterprises with all the necessary resources. The second negative aspect of globalization with regard to law and human rights is the consequences of unfair distribution of incomes with the simultaneous growth of the economy, which creates an explosive social situation and leads to the erosion of the foundations of the unity of society. The deprived layers of society are losing faith in democracy, which leads to the emergence of authoritarian and anti-democratic regimes, chauvinistic national movements.

In conclusion, the globalization can have both a positive and negative impact on law and human rights. Regarding the positive aspects everything is clear, and I would like to pay more attention to the negative impact of globalization on the law and human rights. The tendency of violation of the rights and freedoms of the population is traced in the case of poor countries with an undeveloped legal and economic system. Such countries are trying to bring their systems to the level of developed countries, whose interests play a disproportionate role in determining the direction of the development of globalization processes. Such a situation is another flaw of globalization. To solve the negative impact of globalization on law and human rights all states, that are involved in globalization in any way, must work out one mechanism that would regulate such processes, which, what is not less important, would take into account the interests of all these countries.

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THE LEGISLATIVE REFORM IN THE NATIONAL HEALTHCARE SERVICE OF UKRAINE

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The healthcare reform in Ukraine started on October 19, 2017 when the Supreme Council of Ukraine adopted the law “On state funding guarantees for medical services and medications”. The main points of this reform are the following.

1. The National Healthcare Service of Ukraine provides a package of basic coverage to all citizens that is called a programme of healthcare guarantees. The system will be funded from general taxes such as VAT and excise tax. Each Ukrainian buying different products daily contribute 20% of the sum they spend to the state budget. A part of this money is to go to this system.

2. The first three-month preparatory phase started in January 2018. During this period medical facilities are to start the process of becoming autonomous and to join the new medical system. Local community councils have to pass a resolution making all their medical facilities autonomous, only then they can join the National Healthcare system and sign a service contract with it. This resolution will transfer all community healthcare facilities into non-commercial community enterprises thus enlarging their powers. On joining the system, a facility will receive 50% more funding for the patients who have registered on paper and 100% more for those patients who have already signed a statement with their physician. The main distinction of a non-commercial facility is that its main aim is not to make profit and pay profit taxes but to take care of community residents. All funding they receive they can direct into staff salaries. Thus, the former procedure of approving staff remuneration by local executive committees will be cancelled.

The reform foresees not financing a medical institution but financing the services provided to the patient. In the past the state allocated money for the maintenance of medical facilities and a certain number of beds. Now this money will be used for services provided to patients.

This change will entail transformations in organization, documentation and accounting systems of these facilities.

One of the main organizational changes will deal with the division of the post of the chief physician into a hospital administrator and a chief medical practitioner. The former will deal with contracts, logistics, finances, etc. Availability of a medical degree will not be necessary. The appointment to the position will be via an open competition following the standard procedure and approved by the Cabinet of Ministers. The latter, on the contrary, will deal with medical and healthcare issues. The first task of a chief medical practitioner will be to institute a treatment system based on international guidelines and the ICPC-2

European system of diagnostics. It is planned that this person will be elected via a secret ballot by physicians at the facility.

3. In April 2018 a nationwide campaign “A doctor in every family” is to launch. It presupposes that each citizen of Ukraine has to choose a family doctor and to sign a statement with them. The primary care physician is the person who is to help a patient to maintain their health for many years. Currently only few Ukrainian primary care physicians are engaged in diagnostics or treat according to guidelines. They have to send their patient to specialists. Under the new reform, their main task will be preventive care and diagnosing illnesses at earlier stages. They will be paid to be interested in it.

The healthcare reform provides that the therapist can serve up to 2,000 patients, the family doctor – 1,800 and the pediatrician – 900. On average, the state plans to allocate 210 UAH (7 EUR) per year for one patient. Article 18 of medical reform law № 2309a-d, which was adopted in April 2017, introduced the principle of “money follows the patient”, according to which hospitals and private doctors will receive direct payments for the treatment of a patient and their medical case.

4. According to this reform the establishment of hospital districts and the distribution of functions between hospitals will take place at local level. As local authorities know better the needs of their population, members of the hospital district will set up an advisory body called the *Hospital Council*, which will have to work out a district development plan for five years, reorganize and re-profile medical facilities, etc. The boundaries of the hospital districts will be formed in such a way as to ensure the access of all residents of the district to the secondary (specialized) medical care.

On passing the law on financing healthcare, the Supreme Council approved two other related bills at first reading: one on telemedicine (to provide people in remote areas with access to medical services), and another that amends the financial code of Ukraine.

The main aims of all these transformations are to make doctors be genuinely concerned about their patients, to improve substantially quality of treatment and service and to fight corruption in this sphere. The results of a survey conducted by TNS-Ukraine in 2016 show that the medical sector is the most corrupted (61% of respondents).

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NULL AND VOID LEGAL ACTIONS

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According to the law, the legal action is a legitimate display of the will of a person or legal entity that aims to create, change, or erase obligations or civil rights. In Ukrainian civil law and civil code Legal actions are the most numerous and most important among the judicial facts. According to our definition to the invalidity, it appears that there are two types of void legal actions: legal action rendered invalid absolutely (null) and relatively invalid legal action (reversible).

The absolutely null legal action does not cause legal consequences to the parties: it does not void a valid juridical act, thus such a legal action shall not be declared as such by a court decision. When the court during the hearing of the case determines that a legal action is absolutely null and void, it does not specify it as null and void, but is limited to the certification of invalidity and starting from this, resolves the conflict of parties about relevant legal relationship. The interested party may file complaint only to determine an absolute invalidity's conclusion, but not for its disclosure. The lawsuit and the decision given for that are of the certificate type (recognition).

In Ukrainian Civil code we have definition that civil legal action is null if it is established by law. It means that legal actions is null, when we have a legal norm of law that it is void and null.

I would like to propose my own definition, I think that null legal action is an act of a person (a subject of civil legal relations), although it is aimed at the to create, change, or erase civil rights and obligations, or committed without the intention of creating legal consequences, but which in connection with the violation of the terms of the law is not creates legal consequences, regardless of the court's recognition decision.

The legal action is invalid only in cases stipulated by law. That is, the parties do not achieve the desired result as a result of the legal action.

It is important to differentiate absolutely (null) and relatively invalid legal action (reversible). Legal action is null if it is established by law. Reversible if their nullity is not directly established by law, but one of the parties or another interested person denies their validity on the norms established by law.

The null and void legal action does not because legal consequences aimed at parties and does not have the power of a valid legal action. While the cancellable legal actions can bring legal consequences aimed at parties and have the power of a judicially valid action, until they are declared invalid (canceled) by court decision, on request of the interested persons. From the moment when the decision becomes final, the judicial action ceases to exist.

In Ukrainian civil law we can highlight legal actions, which always is null and void. These are legal actions of child, incapacitated person, some actions of teens. Also legal action that violates public order is null, it is important to understand that the legal action is considered to violate public order if it was aimed at violating the constitutional rights and freedoms of man and citizen, the destruction, damage to property of person, the state, the Autonomous Republic of Crimea, a territorial community. Also legal actions that are committed with out special permissions is null. Also if parties ignore notarial or written form of act, it will be null.

So, in general in national law, void means of no legal effect, having no legal force. An action, document, or transaction which is void is of no legal effect whatsoever: an absolute nullity — the law treats it as if it had never existed or happened.

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THE MAIN SUBJECT OF LABOUR RELATIONS

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Labor relations are inherently the most common of all relationships in society. They, in large measure, regulate the most important sphere of society's life. First of all, I must say that labor relations in Ukraine are regulated by a number of normative – legal acts, most of which were adopted in the days of Soviet power. Some of them have already lost their relevance and need to be improved and brought into line with the realities of our time. Thus, in particular, the Labor Code was adopted in 1971, so didn't meet the new realities of social – labor relations in the country. The Labor Code was focused on a situation where the state was a legislator, an executor of its own laws, and practically the only employer. In addition, labor relations are mostly not regulated properly, and in some cases are not regulated at all.

Since the proclamation of independence, there have been significant changes both in society and in the legal system of the country, and in the minds of people, so it has ceased to effectively regulate social relations, and the existing structure of the Code doesn't meet modern needs, and therefore needs to be changed. Of course, it can not be denied that a lot of work was done on the adoption of new

bills, including on pensions, wages, labor regulation of civil servants and many others that have become the basis for improving labor legislation in Ukraine. Also, over the past twenty years, hundreds of previously unknown documents have been brought to scientific circulation, dozens of general and monographic studies, scientific and popular brochures, articles have been published, and about a dozen dissertations have been defended. But do not forget that in turn is the adoption of the new Labor Code of Ukraine, which has become the backbone of regulation of labor relations in Ukraine.

In the structure of any legal relationship, including labor, the necessary element act as the subjects of these legal relationships. In connection with this, it is important to study the concept, legal properties of the carriers of rights and obligations of labor and closely related legal relations, that is, the subjects of labor law. In spite of this, the Labor Code of Ukraine as well as the draft of the new Labor Code of Ukraine lacks an independent section containing a description of the subjects of labor law. Separate articles that have a certain relation to the definition of the range of subjects of labor law, the definition of their legal status, regulation of rights and obligations, are contained in almost all sections of the above normative act.

Therefore, the selected topic is relevant and requires a detailed analysis. In my research, I came to the following conclusions:

It is necessary to distinguish in the sphere of labor law the notion of "subject of labor law" and "subject of labor relations", since the latter is a more specific entity. He has real rights and obligations. While subjects of labor law have only the ability to realize their labor rights and obligations, but they may never enter into the relevant labor relations.

The main subjects of labor relations are the employer and employee, without which the employment relationship doesn't occur at all.

The Labor Code of Ukraine does not define the terms "employee" and "employer", which are some of the main industry terms. However, they are contained in other acts of labor legislation, but interpreted differently as a result of which there are problems in the sphere of labor law.

One of the main tasks that the legislator has to face is the exclusion from the labor legislation of Ukraine the term "owner of an enterprise or its authorized body" and putting it into the legal category of "the employer", the definition of which should be reflected in the relevant definition of the new Labor Code of Ukraine. A clear legal definition of the term "employer" in the legislation will help to overcome legal gaps and collisions in domestic labor legislation, will avoid further difficulties that arise in interpreting certain norms of labor, civil and commercial law. It would also improve the regulation of wage labor in the current development of market relations in society.

Necessary prerequisite for the emergence of labor relations is labor legal personality, that is, the ability of the subject of labor relations to be the carrier of labor rights, their actions to acquire and implement labor rights and obligations and bear legal responsibility for labor offenses.

Labor legal personality of legal entities, as a general rule, arises from the moment of their state registration, but carries out it through their bodies acting in accordance with the legislation, other normative equivalence acts and their constituent documents. Under the authority of the legal entity is understood the legal term, which denotes an individual or collegiate body representing the interests of a legal entity in relations with other subjects of law without special powers.

For joining the legal and economic relations, all legal entities must have: organizational unity, property separation, independent property liability and the ability to act in civil circumvolution on their own behalf, including in court as a plaintiff, defendant or third person.

It is advisable to recommend further development of insufficiently researched and discussing aspects of problems identified during research. In particular, one of them is to determine the minimum age for recruitment, as the norms of the Labor Code of Ukraine contradict the provisions of the Convention of the International Labor Organization dated June 26, 1973, № 138, which states that the minimum age can't be less than 15 years.

The legislation provides for the specifics of the legal status of employees, that is, the rules of labor law of the subjects of labor law in the relations with other subjects of labor law, depending on: age, sex, health status, level of education, possession of citizenship, family ties, tries, the presence of custody. The basis of the legal status of an employee is labor rights and obligations that derive directly from the Constitution of Ukraine, the Labor Code of Ukraine, international labor laws and other labor legislation and correspond with the rights and obligations of the employer.

The system of labor rights constituting the legal status of an employee is provided by a number of legal guarantees that the worker is entitled to use in case of violation of their rights and thus seek through various legal means actual exercise of these rights.

I can conclude that each party of labor relationship has inherent value in the life of society and country. Therefore, today urgent is the need to reform the legislative regulation of labor, the preparation of relevant conceptual approaches to its updating, codification of labor legislation in general, as well as revision of the essence and content of labor relations, in particular, the legal status of their subjects.

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CONCEPT AND TYPES OF DEALS

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Recently, the tendency to increase the value of the deals, characteristic of all modern civil law, has become manifest in increasing rates. This phenomenon is primarily due to the radical restructuring of the state's economic system, namely the recognition of private property.

According to Article 202 of the Civil Code of Ukraine «The deal is the action of a person who seeks to acquire, change or terminate civil rights and obligations.»

An integral part of market relations is the deal - the most widespread legal fact, with which the law links the emergence, change and termination of civil legal relations. In the system of such legal facts, deals occupy a special place differing among them by certain features.

The deals are voluntary acts aimed at achieving a certain legal result. On this basis, the transactions differ from such types of legal facts as events occurring and creating legal consequences irrespective of the will of the subjects of civil law.

The deals are always acts of the subject of civil relations, which are legally equal. In this way they differ from administrative acts (acts of management), which issue bodies of state power and administration, acting as subjects of public law.

The deal is always a lawful act. Civil law provides for a presumption of the lawfulness of an act, according to which it is lawful, if its invalidity is not directly established by law or if it is not declared invalid by the court.

The deals are always aimed at achieving a certain legal result (the legal consequences that occur in the person when committing an act), which consists in acquiring, changing or terminating civil rights and obligations.

The deals mediate the dynamics of civil legal relations between different subjects of civil law. On this basis, they differ from such types of legal facts as acts of civil status

Although for all deals certain common features are characteristic - this does not exclude the possibility of classifying transactions for certain types.

Depending on the number of parties whose expression of will is required to complete the transaction:

- unilateral deals – this is the action of one side, which may be represented by one or more persons;
- bilateral and multilateral – concerted action of two or more (multilateral) parties requires the expression of two.

Depending on the presence of the counterparty's duty to provide one other party with some kind of benefit to the other party:

- payable deals;

- non-payable deals.

Depending on the moment at which the transaction is considered to be committed (Article 640 of the Civil Code of Ukraine):

- consensus deals – are considered to be committed if the parties in the proper form have reached agreement on all essential terms of the contract;

- real deals – committed from the moment of transfer of the corresponding property or commission of action.

Separation of the deals depending on the term:

Term: postponement (the moment from which the validity takes effect);

cancellation (it is determined by the moment from which the action is lost);

indefinite: (the moment from which the action is not indicated).

Contractual acts (Article 212 of the Civil Code of Ukraine). Persons committing the deals have the right to determine the offensive or change of rights and obligations by a circumstance unknown to it whether it will come or not (postponement).

The persons who carry out the transaction have the right to make the termination of rights and obligations subject to circumstances unknown to them whether it will come or not (a cancellation).

Philadelian deals – the deals based on a particularly trusting relationship between actors who commit them.

HUMANIZATION OF INTERNATIONAL HUMANITARIAN LAW: EVOLUTION UNDER THE INFLUENCE OF INTERNATIONAL HUMAN RIGHTS OR SELF-DEVELOPMENT?

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At different times, different philosophers defined the concept of IHL in different ways. IHL is an embodiment of Benthamite desire of reducing human suffering in war, the latter in a more Kantian notion it is a respect for individuals and their human dignity. The humanitarian impulse to temper war's cruelty is ancient—it can be found in the Seven Military Classics of ancient China as well as in Western texts as far back as Cicero and even the Iliad. But IHL in its contemporary form did not really launch until the mid-nineteenth century with the formation of the International Committee of the Red Cross (ICRC).

“International humanitarian law is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. International humanitarian law is also known as the law of war or the law of armed conflict”. This actual definition we can find on the site of ICRC.

We can see, that the main task of this law is protecting of interests of individuals, and IHR doing the same. It happens, because logic of international humanitarian law runs strictly parallel to the logic of human rights law, elevating effectiveness and broad protection over strict interpretation of legal instruments.

But it is likely that human rights thinking influenced both. As human rights law continued to develop, its impact on IHL has been unmistakable. Theodore Meron labels it the “humanization of humanitarian law,” and Gabriella Blum calls it the “individualization of war.” Both authors mean not only the evolution of ever-greater humanitarian protections in IHL, but also a gradual move toward regarding those protections as rights of the protected individuals and not of their states or collectivities. That is a remarkable change, for more than any other human activity, war collectivizes, whereas human rights law individualizes.

The Human Rights orientation of Humanitarian Law is most prominent in the law of belligerent occupation, where hot combat is the exception and the occupying forces must assume at least limited governance functions. In occupations, the issue of whether the law of war or the law of peace should apply is maximally unclear. The ICJ has held that the “protection of the [ICCPR] does not cease in times of war,” which suggests that human rights law always predominates. But the ICJ adds that the law of war, as *lex specialis* (special law), defines the meaning of human rights in wartime. A killing that would be arbitrary in peacetime might not be so on the battlefield. This means that in practice, human rights protections in wartime can be no broader than the protections in IHL (at least on matters that both of them address).

To sum up, IHL develops by absorbing certain provisions of the IHR and adapting them to situations, which it regulate. IHL and IHR was created for different cases but they pursue the same goal - the protection of the human dignity of every person in any situation.

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CIVIL CIRCULATION OF CRYPTOCURRENCY

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Cryptocurrency, blockchain, ICO, tokenization, smart contract, these and many other terms are becoming more and more usual for people who follow the current developments in the shere of information and data technologies and that of economy. Despite the fact that these terms are not generally well-known, they

denote significant achievements in fiscal operations. The lack of legal regulation of these novelties in financing causes considerable harm to the economy and social life.

First of all, it is important to outline the modern ways of regulating civil circulation of cryptocurrency, as it is done in the USA, Luxembourg, and other developed democracies. The Ukrainian experience in solving these issues needs comparison with the western legal experience.

The Civil Code of Ukraine [1] in Part 1 of Article 177 defines the objects of civil law as things, including money and securities, other forms of property and property rights, results of work, services, and intellectual or creative activity, information, as well as other material and non-material goods. This broad variety of possible objects of civil law causes considerable problems in proper determination of the nature and functioning of cryptocurrency. In the Ukrainian law the first normative definition and explanation of cryptocurrency was made by the National Bank of Ukraine at the end of 2014 [2]. It defined cryptocurrency as a monetary substitute without real value. So it means that the sale or purchase of any 'monetary substitute' for US dollars or other foreign currency has the signs of the so-called "financial pyramids" and such financial operations are banned in Ukraine. But the Civil Code of Ukraine [3] also states that the types of objects removed from civil circulation must be directly defined by law. It means that the prohibition of cryptocurrency in civil circulation is lawless.

However, according to the Constitution of Ukraine [4], the Civil Code of Ukraine, the Law of Ukraine "About Payment Systems and Transfer of Funds in Ukraine" [5], and the Decree of the Cabinet of Ministers of Ukraine (1993) [6] hryvnia is the only legal means of payment in Ukraine. Nonetheless, lots of agreements have been already concluded based on new technology, namely: smart contracts and cryptocurrency.

The legal aspect of the global experience in legal regulation of cryptocurrency civil circulation is of special interest. The most striking example is that of Luxembourg. The government of this little and prosperous county gave the first license to a company allowing it to make payments, transfer and exchange cryptocurrency. Also they gave a license to Bitstamp Exchange, the latter became the first legalized crypto-market in Europe.

On December 6, 2013 the National Bank of Croatia decided that cryptocurrency is a payment instrument that cannot be equated with electronic money, but its use in the country is lawful. Of course, such a conclusion does not put the cryptocurrency on equal terms with the Croatian coon, which by law is recognized as the only legal means of payment, but the decision to accept or reject cryptocurrency for the payment of goods and services depends on the seller.

There are transactions of sale, exchange of cryptocurrency under civil law. For example, the capitalization of the five most widespread cryptocurrencies flutters over \$ 200 billion. Thus, cryptocurrency operations require legal regulation not only in Ukraine but worldwide. The lack of such regulation causes the further development of criminal structures, besides, it has negative impact on economy.

For example, terrorist organizations in the Middle East are sponsored in cryptocurrency. All this is caused by the impossibility or partial possibility of tracking the owners of “monetary substitute”. In countries where this issue is regulated by law, the use of cryptocurrency for illegal purposes is impossible. The rest of the countries with partial regulation of this issue (e.g.: Ukraine) practice different norms of law, court decisions on similar cases differ among themselves, which is the violation of the basic principle of legal certainty.

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THE BODIES OF GOVERNANCE OF LEGAL ENTITY

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The aim of this thesis is to investigate the legal entity, especially its bodies, which are one of the main participants of civil relations. The topic is really actual because a legal entity is a quite complicated complex with appropriate internal structure. The classification, organizational-legal forms and the bodies of legal entities are also researched in this thesis.

Legal entity is considered to be an organization established and registered according to the procedure specified by the law. Having analyzed the statements of the Civil Code of Ukraine and Law of Ukraine on Economic partnerships, we can distinguish the main signs of legal entities, such as organizational unity; property independence; self-dependent responsibility; registration according to the procedure specified by the law; presence of legal capacity and capability; an ability to act as a plaintiff or a defendant in the court.

What about the classification of legal entities, we must point out that they can be divided into the legal entities of the Private law (established on the basis of constituent documents) and the legal entities of Public law (established by the

regulatory Act of the President of Ukraine; the state power authority or the local self-government body).

It is also important to mention that the Civil Code of Ukraine regulate the procedure of the creation of legal entities of Private law, their organizational-legal forms and legal status. The procedure of the creation of legal entities of Public law, their legal status is regulated by the Constitution of Ukraine and other laws. To get to know about the bodies of governance of legal entities, we should consider organizational-legal forms of such entities, especially partnerships and institutions.

The partnership is considered to be an organization created by uniting persons (participants) with the right to the participation in this partnership. The partnerships shall be divided into entrepreneurial (partnerships, which are carrying out the entrepreneurial activity with the purpose of receiving profit and subsequent distribution thereof among their participants) and non-entrepreneurial (partnerships, which are not aimed at the receipt of profit for the subsequent distribution thereof among their participants).

Under the Civil Code of Ukraine, an institution is an organization created by one or several persons (founders) who do not participate in management thereof by uniting (separation) their property with the purpose of achieving the goal specified by the founders at the expense of this property. By the way, we should point out that management of legal entities are carried out by their bodies. So, the management of the partnership is carried out by the general meeting of the partnership's participants and the executive body.

General meeting of the partnership participants can adopt resolutions on all issues of the partnership's activity including those transferred by the general meeting to the executive body. Moreover, resolutions of the general meeting shall be adopted by a simple majority of the attendants, unless otherwise established by constituent documents and the law. In addition, the member of the partnership does not have a right to vote, when the general meeting resolves issues on the legal action made by this member in relation to the partnership and on the dispute between a member and a partnership.

Under the Civil Code, the executive body shall be established by the resolution of general meeting and may be composed of one or several persons. Furthermore, the meetings determine its membership and competence.

What about the administration of institutions, we must mention that the institution has two main bodies: the Board (an executive body) and the Supervisory board (carry out control over the management of the institution's property, achievement of the institution goal and its activity pursuant to the constituent act).

Taking into consideration everything mentioned above, we would like to summarize that the legal entity is one of the main subject of civil relations, which has a specific internal structure and legal status. The structure of a partnership involves the general meeting of the partnership's participants and the executive body of institution - the Board and the Supervisory Board.

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ATTORNEY REPRESENTATION IN CASES ON INTELLECTUAL PROPERTY: SITUATION IN UKRAINE

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Attorney representation in cases on intellectual property: situation in Ukraine.

In the context of the European integration processes in Ukraine, intellectual property issues are increasingly covered, with almost 70% of the content of the economic part of the Association of Ukraine with the EU is devoted to questions of intellectual property, which opens for Ukrainian lawyers relatively new services – sector intellectual property. In this regard, in the near future it's expected increasing of the demand for legal services in cases of this type. It will also result in an influx law on the Ukrainian market of specialists with this specialty. Ukrainian lawyers to compete, have to quickly learn the necessary new skills.

What is intellectual property? "Intellectual property" includes the rights relating to: literary, artistic and scientific works; performances of performing artists, phonograms, radio and television broadcasts; inventions in all fields of human activity; scientific discoveries; industrial designs; trademarks, brand names and commercial designations, protection against unfair competition and all other rights resulting from intellectual activity in the industrial, scientific, literary or

artistic

fields.

(<http://www.nsj.gov.ua/files/1378882678IPR%20Manual%20UKR.pdf>)

It follows that in a broad sense, the term "intellectual property" we understand the rights to results of intellectual activity in these areas and commercial designations. Thus, under the intellectual property should be understood not the product of human intellectual activity as such, and the ownership of a certain category of results of intellectual activity that, on the one hand, deserve legal protection, but on the other hand are intelligent, creative nature. Important legal difference copyright industrial property: copyright is not subject to mandatory state registration. Industrial property law (inventions, industrial samples, etc.) only gets the relevant legal rights, becomes an object of intellectual property rights when it registered. Registration of copyright, on the one hand, helps to release yourself from the obligation to prove, or rather, to simplify this debt through a presumption of authorship. Securing the intellectual property right of ourselves, we can then in court to appeal the violation of their. In this case, we will need legal aid, because litigation against such processes tend to be quite long and complex, and without the help of a professional lawyer to win the case is not always easy, because attackers have resorted to various manipulations, for example: to delay the decision on the prohibition of the illegal use of copyright or compensation, they submit a statement of claim to invalidate the copyright registration. Thus, copyright registration allows unscrupulous individuals to manipulate their rights to file a claim for recognition of registration void. This is one example of advocacy for the protection of intellectual property.

Speaking about intellectual property, it is impossible to circumvent issues of specificity and protection of trade secrets. For efficient protection it is necessary to register the intellectual property law in the statutes of the company. In order to do the company's owners and employees understand that intellectual property is very important. The plant, which is related to technology, to information that may be considered commercial, you can develop special provisions for the protection of trade secrets. By the way, a development of the provisions on trade secrets is only the law working. Accordingly, when recruiting workers that have some relevance to such information, then they need to enter into contracts (or to register in the employment contracts the relevant provisions) or enter into a separate agreement not to disclose trade secrets.

According to the Constitution of Ukraine, protection of intellectual property rights by the court. St.432 of the Civil code of Ukraine provides that every person has the right to address in court for protection of his intellectual property rights according to Art. 16 of the Civil code of Ukraine. So, according to Civil code of Ukraine subject to intellectual property rights may require that the court applied are common to all civil relationships protection recognition; recognition of the transaction invalid; termination, which violates the law; restoring the situation that existed before the violation; modification of legal relationship; indemnification and other ways of compensation for property damage; reimbursement of moral (non-property) damage, etc.

Violation of the rights to objects of intellectual property provides for civil and economic (property), criminal and administrative liability. Criminal liability for violation of intellectual property rights comes under article 176 of the Criminal code of Ukraine (copyright); article 177 of the criminal code (industrial property); article 229 of the criminal code (trademark).

Summing up the peculiarities of protection of intellectual property rights, we can distinguish the following tasks of the lawyer: the evidence of the law (especially in criminal cases where there is a victim); evidence of using of object of intellectual property; incitement of damages; evidence of acquaintance of the offender.

ADOLF STRAKHOV AND ADOLF JEAN-MARIE MORON: POSTER THEMES AT THE 1925 WORLD EXHIBITION IN PARIS

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Since the end of the nineteenth century, a widespread public use of posters has become typical for many countries. Eminent and novice artists were involved in posters creation. Poster allowed them to experiment and become popular as well as get closer to the viewers and widen their audience. In our research, we consider the works of two now-forgotten experts of the poster – Adolf Strakhov and Cassandra. Their works were recognized and appreciated for the high artistic level, but, unfortunately, the lives and activities of these artists have almost never found any coverage in the historiography. Today we have only a few works by T. Tzar, O. Tikhonyuk or short biographical reports in the reference literature.

The World Exhibition of Art and Crafts in Paris in 1925 was the stepping stone for artists from different countries, including the Ukrainian ones, which made it possible for artists to find themselves in the Art Deco style (from the French "decorative art"). Its characteristic feature is the eclecticism of styles, sometimes even contradictory with each other.

At the beginning of the 1920s, the poster became an integral part and tool of the information space, functioning not only as a source of information, but also as a full-fledged aesthetic unit. At the exhibition in Paris, two artists especially distinguished themselves in the art of poster, whose fates were connected with Kharkiv and a common artistic direction. The first was Adolf Jean-Marie Moron, known as Cassandra, who was born and spent his childhood in Kharkiv, but due to the beginning of the war was forced to move with his family to Paris, where he devoted his life to art. In 1923 he introduced his first work to the public. It was the poster "The Harvester", which later received a prestigious award at the International Exhibition of Decorative Arts. Equally valuable was the poster

"V. Ulyanov " by Adolf Iosypovych Strakhov, whose name is also associated with Kharkiv whereas in this place he realized himself as an artist and a sculptor.

By coincidence, the most prestigious awards at the exhibition were given to the masters whose fates was connected with Kharkiv. The poster, as a link, made it possible to compare the approach to their work. The creative period of the masters coincided in time and style, nevertheless their posters of had a characteristic style of writing and presenting information. The crucial component for the artists' creativity formation was the environment; despite of the fact that both artists spent some time in Kharkiv, their works clearly reflect the needs and interests of the society in which they worked. Thus, for A. Strakhov, the main theme became political propaganda and agitation spread at that time. He found in his agitation posters a quintessence of form and content, which can be called a visual code of communist ideas. His works qualitatively differ from fashionable at that time photomontage in a strong "sculptural" modeling of the form.

Bright posters of Kassandra advertised the charms of the secular life, and advertising itself determined his creative work.

The exhibition, in which people from Kharkiv presented their works, is considered as one of the most significant events of the last century. It determined the further development of industrial design, gave a huge impetus to many areas of professional creativity and a new direction in the art, where our compatriots left a clear mark.

THE SYSTEM OF INTERNATIONAL LEGAL PROTECTION OF REFUGEES IN MODERN SOCIETY

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Modern diverse migration has become predominantly viewed through the prism of illegal immigration. Nowadays, illegal immigration continues to be a disputable and divisive issue throughout the whole world. People who are residing in a country illegally are known as "illegal immigrants". In addition to this term, I should mention that an individual who is residing in a country in illegal way could also be known as an illegal alien, illegal migrant, undocumented immigrant, undocumented alien, unauthorized migrant or undocumented worker. In this case there are almost as many titles as there are commentators and that is why illegal immigrants contain a vast category of people. Like any social phenomenon, illegal immigration is not taken out of nowhere. It has its reasons which affect the underlying mechanisms of our society. It should be understood that in the vast majority of cases the purpose of illegal migrants is employment, so illegal immigration is an economic phenomenon, which requires not so much a ban as regulatory measures aimed at legalizing the process itself. It can become a very

dangerous mistake ultimately aimed at the tightening of migration policy measures, which in turn will only lead to an increase in illegal migration, as always happens where the legal ways of entry overlap. Along with illegal migration there is also forced migration. Globally speaking, forced migration is a set of territorial displacements associated with the permanent or temporary change in the place of residence of people from the independent from them reasons and as a rule, contrary to their will. Among them are the following: drought, flood, earthquake, cyclones, military and civil conflicts. When considering military conflicts as the cause of forced migration, it should be noted that almost all of them in the late 20's – early 21 century, occur directly within countries, while earlier these conflicts were observed in wars between countries. The situation in Somalia, Rwanda, Yugoslavia and other countries is a vivid example. Moreover, the more in a region of armed clashes, the more forced migrants there, as a rule, appears.

The term "refugee" should mean a foreigner (or stateless person) who, due to justified fears, becomes a victim of persecution on grounds of race, nationality, attitude to religion or citizenship, membership of a particular social group, political beliefs, or due to environmental degradation of various kinds must leave the territory of the State of which he is a citizen (or on whose territory he is habitually resident) and can not or does not want to use the protection of this state due to the said fears. The process of definition of the term "refugee" lasted for much of the XX century and was encouraged by the greatest political events. The system of international legal protection of refugees began to function only after the First World War. The practice of applying the first international legal acts on protection of refugees testifies to the imperfection of these agreements from the point of view of legal protection of refugees because of political instability and confrontation of states.

The process of improving this protection system began only with the establishment of the Office of the United Nations High Commissioner for Refugees. In addition to persons designated by the Regulations for the Management of Refugees, it also provides assistance to other categories of persons in need of protection. On the basis of the UN General Assembly resolution 428 (V) of December 14, 1950, the Office of the High Commissioner for Refugees was established, and in 1951 a multilateral Convention on the Status of Refugees was concluded. According to the Convention, the term "refugee" means a person treated as a refugee through a series of agreements concluded between two world wars and as a result of events that occurred before January 1, 1951. The dominant international law definition of "Refugee", which contains the 1951 Convention, defines an exhaustive list of criteria for the granting of refugee status. However, States may extend this definition in order to provide assistance to other persons who they consider to be in need of protection. It is clear, that such an extension of the concept is always the right of the state and can not be a duty. An analysis of the international legal status of refugees allowed the definition of the principles on which the legal status of refugees is based. It is voluntary, temporary protection, political asylum, equal distribution of the burden of reception and refugee

arrangement with all the necessary conditions for a comfortable life for the observance of fundamental rights and freedoms by states. In 1967, the Protocol on the Status of Refugees was adopted, according to which the 1951 Convention extended to persons who became refugees after 1951. In order to streamline the activities of the Office of the High Commissioner for Refugees in 1954, the General Assembly of the United Nations adopted the Statute of the Office of the High Commissioner in refugee affairs, on the basis of which the Office should carry out its activities. Refugees must be provided with all the set of economic and social rights. Especially all complex of rights should be provided for women and children who form the most vulnerable social groups. Moreover, on the basis of close international cooperation, it would be advisable to adopt new international legal treaties that would legally protect the rights of refugee women and refugee children.

In conclusion I should mention, that we should understand that in resolving the problems of refugees an important role is played not only international law, but also the national legislation of the states, because refugees, leaving their countries, settle in the territory of other states. This is an extremely important aspect in respect for all the rights and freedoms of refugees within the rule of law.

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RESTRICTIONS ON THE ACCEPTANCE OF THE WORK : LEGAL PRINCIPLES AND CONDITIONS

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Everyone has the right to work, which can be realized by concluding an employment contract with an employer. Everyone, without any discrimination, has the right to equal pay for equal work. At the same time, the legislator establishes a number of restrictions for certain categories of people. These norms, in accordance with generally accepted international legal norms, are not considered to be limiting the right to work. They are introduced to ensure the health care, the Occupational Health of persons, which require increased social and legal protection, provides the opportunity for employers to take into account properties and requirements certain type of work. These restrictions can be divided into certain groups:

- restrictions, which relate to health of future employees. Ukrainian labor legislation, taking into account the physiological features of the female body, their

increased sensitivity to the factors of the production environment, and additional stresses which arise during pregnancy or during the period children's education, establishes a number of restrictions in their work. Legislator also takes into account age characteristics, peculiarities of development, physical and mental condition. Thus, the purpose of safety, labor of females and juveniles on hard, dangerous and/or unhealthy trades as well as underground working is forbidden. Also there is forbidden labor of females on the work related to manual lifting of weights exceeding maximum permissible standards. The use of the work of persons with disabilities is forbidden, if according to medical conclusions, the state of their health does not allow them to work under certain conditions. In addition, there are prohibitions on work at night, as well as on weekends and holidays.

- restrictions on the right to hold an office. Work in state bodies can also be the basis for the limited rights of a person to conclude an employment contract, because it has its own peculiarities which are connected with the powers of the workers and the necessary material resources to fulfill certain tasks and functions of the state. For example, persons who are recognized in the established order incapable, who has reached sixty-five years of age, who have citizenship of another country, who has a criminal record can't join the public community service. Judges are prohibited from engaging in entrepreneurial, advocacy activities or any other paid work.

- limitation on off-hour work. Regulations on working conditions for off-hour employees of state enterprises, institutions and organizations establish the restrictions on off-hour job for heads of state enterprises, institutions, organizations, their deputies, heads and their deputies of structural subdivisions, excluding scientific, teaching, medical and creative activity, instructor and judge practice in sports. Director together with trade union committees may establish restrictions on the number of employees in certain occupations and positions, if additional work may have consequences that will negatively affect the health and safety of production. Also this norm applies to persons under the age of 18 and pregnant women. Violation of restrictions on combining off-hour job with other activities established by the Anti-corruption Law entails administrative punishment.

- restrictions in employment of relatives. In accordance with the labor legislation of Ukraine the owner shall be entitled to introduce limitations as to joint work at the same enterprise, in institution or organization for persons being close or in-law relatives, if in fulfilling labour obligations they are directly subordinated to or under the control of one another. To close and in-law relatives belong: parents, spouses, brothers, sisters, children, as well as parents, brothers, sisters and children of spouses At enterprises, in institutions or organizations of state form of ownership the procedure of introduction of such limitations shall be established by legislation. Direct prohibition of the joint service of close and in-law relatives with direct subordination or control are provided for public servants. If two employees who are in a reporting relationship become relatives in the course of their employment, one of the two must be transferred.

- restrictions for foreigners. According to the Constitution of Ukraine, foreigners and stateless persons who are in Ukraine on legal grounds have the same rights and freedoms and also hold the same duties as citizens of Ukraine – the exceptions established by the Constitution, laws or international treaties Ukraine. This guarantee also applies to the right to labor activity of foreigners and stateless persons. Foreigners and those who do not have citizenship are hired in Ukraine, guided by the permission to use the work of foreigners and stateless persons, unless international agreements provide otherwise. Foreigners and stateless persons can't hold some office, such as President of Ukraine, judges, can't be accepted on positions in the composition of sea and air crews, etc. They can't be hold in a government post, can't serve in the Armed Forces of Ukraine.

- restrictions set as punishment Deprivation of the right to occupy certain positions or engage in certain activities may be imposed as primary punishment for a term of two to five years or as additional punishment for a term of one to three years, in cases provided by the law "About purification of power" – for 5 years. Persons responsible for theft, bribery and other mercenary crimes can not be taken for materially responsible work if the conviction is not canceled and not repaid.

SUBJECTIVE AND OBJECTIVE ASSESSMENT OF POPULATION'S WELFARE AT LOCAL LEVEL

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The current state of development of Ukrainian society is characterized by the emerging new theoretical and practical problems, which are widely discussed, becoming the subject of scientific discussions. One of the main tasks of the state social and economic development is to improve the welfare of the community and create conditions for the harmonious development of its members. Welfare is a person's perception of the quality and completeness of life, emotional state, the potential for development and ability to withstand life's challenges. So, at present, it is important for communities to provide a search for ways to qualitative improvement of human living conditions.

Among those who contributed to the research on community welfare are G. Jacobs, E. Libanova, O. Gladun, L. Lisogor, who concentrated on various aspects of community welfare. Despite numerous scientific publications, there is a need to study the identification of some aspects of the welfare measuring. This is of special relevance now when we can notice a reducing pace of development, economic and political instability, with a high inflation going on.

A traditional approach followed by the scientists aimed at measuring the community welfare focuses on resources owned by individuals and are usually evaluated in terms of both subjective and objective assessment. Subjective

evaluation of analysis of the community welfare is an indicator measured by surveys [4]. This indicator is becoming increasingly significant in developed countries in shaping public policy, since statistical indicators are not always feasible. Subjective evaluation is determined by the following possible issues:

Possibility of home expenses: food, clothing, utilities and telecommunications, housing, transport, education, health care.

The changes you would like to feel first. The way the reform might affect the quality of providing services in the field of education, health care, improvement, etc. Particular change for the better you expect to have in your community.

Satisfaction with the economic and political situation, the state of the environment, social conditions, government, business, national security.

Satisfaction with one's standard of living, health, achievements in life, personal relationships, safety, belonging to the community, personal financial situation.

The objective assessment is conducted according to a certain list of standard indicators, whereby the community actual state of different levels can be diagnosed, namely [2, 3]:

Determination of the community welfare through public welfare, which is measured by the current state and dynamics of GNP;

Determination of the level of the community welfare through the composition and size of the needs in a variety of vital goods (food, clothes, housing, transport, communal and household services, education, medical services, cultural and educational activities), as well as the possibility for the community satisfaction, based on proposals on the market of goods and services and the population's real incomes;

Determination of the quality of welfare development of the communities (degree of compliance of conditions and living standards with certain standards) with the help of assessment methodology that measures the result of providing the benefits for human capital.

The main indexes of the population's welfare include the following: World prosperity index, Human development index, Index of Sustainable Economic Welfare, Human Economic Welfare Index, Sustainable Measure of Economic Welfare, Weighted Index of Social Indicators, Happy Planet Index, Genuine Progress Indicator, Net National Welfare, Economic Aspects of Welfare index, etc.

In order to achieve a decent standard of living, it is necessary to overcome the existing risks of the personnel outflow and youth uncertainty about the future rural medicine, education, and energy efficiency – have the same goal which consists in the development of human potential in Ukraine and the emergence of a new generation of Ukrainians. This was reported by Vice Prime Minister (Minister of Regional Development, Construction and Housing and Communal Services of Ukraine) Gennady Zubko at the Annual Meeting of the European Business Association [1].

Thus, ensuring the growth of community well-being is the most important task of the state so far. On the basis of the conducted research it can be concluded that assessment of the community welfare of the local level should be carried out both from objective and subjective points of view. The subjective assessment of community welfare analysis reflects people's positions concerning their lives, while the objective assessment reflects the welfare of communities with the help of complex statistical data. The indicated monitoring allows us to see vulnerable points of communities, make conclusions and take appropriate decisions.

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THE SPECIFIC RECOGNITION OF INVALID TRANSACTIONS COMMITTED UNDER THE INFLUENCE OF FRAUD OR MISTAKE

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The specific recognition of invalid transactions committed under the influence of fraud or mistake

In our modern and fast world, the world with many problems and risks, people need to have a special instrument which can help to minimise these disputes or problems and make their lives easier.

The transaction is that instrument which helps us to navigate the law, protects our intellectual property, limits liability and just simply it ensures that we obtain our rights.

The transaction (in some articles: juristic act, treaty) is Action intended to, and capable of having, a legal effect, such as the creation, termination, or modification of a legal right. In Ukraine the term “Transaction” was firstly used in 1920’s-1930’s and found its reflection in a new Civil code.

A valid transaction causes parties an obligation to fulfill the obligations agreed in the transaction and, if the obligations are neglected, liability for damages caused by the negligence. The parties have obligations of performance on the basis of an invalid agreement and obligation to indemnify for the damages caused by the negligence.

It is noted that the scholars and practitioners' papers paid a lot of attention to the problems of determining invalid (void and voidable) transactions. These issues were relevant in the works of scholars both in the prerevolution and during the Soviet periods. They are no less actively discussed nowadays.

There are two types of invalid transactions. The void one and the voidable one. When a transaction is void, it is not valid. A void transaction is null from the moment it was created and neither party is bound by the terms. Think of it as one that a court would never recognize or enforce because there are missing elements. There are some reasons why a transaction can be void. For example: a party was not of sound mind while signing the agreement; the transaction restricts the rights of a party; the terms are impossible.

A voidable transaction is valid and may be enforceable in certain situations if both parties agree to move forward. It means if the unbound party rejects the contract, it becomes voidable. A transaction is voidable when a party was under undue influence; the terms of the transaction were breached; the transaction is fraudulent.

Majority of disputes heard by courts are cases on holding treaties invalid due to fraud or mistake.

If a transaction has due to a typo or other error of the party a different content than intended, the contract is not binding without any changes, if the other party knew or had to have known of the mistake. If the other party has not and should not have been aware of this so-called expression error, the agreement is valid and binding unchanged. This does not apply when for example a party has signed a transaction without reading it. If the contract in such a situation is different in content from the content that the signatory has imagined, he will suffer the consequences of its own negligence or agreement is binding unchanged.

Nowadays a treaty can be considered concluded under fraud in case of intentional and purposeful fraud by one party of treaty another party regarding fact that effect conclusion of treaty and is of the essence. And also if the fraud is a result of third parties actions that are not parties of the treaty and is obligatory for holding the treaty invalid. Another essential thing is the fact that a person who has made a mistake due to own negligence and concluded the deed of gift, but thought it would be the permanent alimony agreement, than request to fulfill obligations on permanent alimony could not be considered.

Summing up, I can conclude that a transaction is unseparable part of our life. I tried to highlight and explore the definition of transaction and its invalidity using as an examples the transactions made by mistakes (errors) and frauds.

II. INNOVATIVE TRENDS OF MANAGEMENT AND TOURISM BUSINESS DEVELOPMENT

THE CONCEPT OF THE TEA CEREMONY IN THE CROSS-CULTURAL COMMUNICATION

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In contemporary global business marketplace, the ability to communicate effectively and multi-culturally cannot be underestimated. The Japanese have a very complex and developed society with an equally established set of business standards. One should be very well aware of this intricate business etiquette when traveling to Japan to do business.

In Japanese business etiquette, protocol is very important during any type of business affairs. Even for foreigners there is still an expectation of at least some understanding of the customs. Nevertheless, the Japanese are usually forgiving to outsiders that show an effort to understand the Japanese etiquette. The Japanese host will often try to help in any way possible.

English is the language of business, and knowing it fluently is very important during tourism or business-meetings. Although knowing the language of native speakers is very important, because if you talk to a man in a language he understands, that goes to his head; but if you talk to him in his own language, that goes to his heart. So this circumstance can make you look good in front of your Japanese business-partners. But we should remember that it is only one side of a cultural interaction and there is still another one, i.e. a non-verbal communication. In this case, knowing the traditional features of Japanese mentality is a crucial point.

One of the fundamental practices during the visit to the Country of the Rising Sun is a Tea Ceremony. In intention to understand and successfully communicate and deal with Japanese we have to know the roots of this tradition because the whole culture is reflected in it. Moreover, to be invited to a Tea Ceremony is a huge honor and you cannot just reject it, but in this case you should know the basic theses of this tradition. In the total volume of publications dedicated to the Tea Ceremony, the main source group are three different texts translated into almost all European languages. The last circumstance underlines their importance for understanding the Tea Ceremony. These texts belong to three significant personalities who fix in writing the concepts of this main practice. The first one is Takuan Sōhō, a wayfaring monk, Master of a Tea Ceremony, author of the treatise of *Zen-cha Roku*. The second one is Suzuki Daisetsu who had a list of works dedicated to research of Zen-Buddism and who directed his activity in order

to find the points of contact between East and West civilizations. And the third one is Okakura Kakuzō, a Japanese scholar who contributed to the development of arts in Japan; his main treatise *A Book of Tea* shows the differences between two grand types of culture and interprets features of the relationships. The two last authors were writing their fundamental works in English trying to explain the most valuable points of Japanese culture reflected in practice of the Tea Ceremony.

The Tea Ceremony has become a practice that plays the main role in the problem of the cross-cultural communication. Because in the fundamental tenets of this practice there are primary standards of judgement which is used by your business partners. The knowledge of these tenets not only gives you an ability to look better in the partners' eyes but also capabilities to navigate and speak in terms of the another cultural system, which provides a wider opportunity to maneuver in the conversations and, as a result, the successfully achievement of your goal.

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NEW HOTEL TECHNOLOGIES

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Definition of technology is machinery and equipment developed from the application of scientific knowledge.

Technology is advancing at a faster pace than ever before. The relevance of innovative technologies have been proved by rapid globalization of the world market and a reduction in product life cycles, as well as by the need of a strategic approach to upgrade the quality characteristics of products and services. In the hotel businesses innovations involve technological aspects of the production of hotel services and marketing tools. Increasingly competitive hotel enterprises are forced to look for new ways to improve.

Mobile communication and automation

In many airports, it's no longer necessary to stand in a queue to check in and people are expecting the same kind of easy, technology-driven check-ins at hotels. Guests want to be able to do everything from checking in at a venue's automated kiosk to ordering room service with a digital device instead of standing in queues and moving around the hotel premises to order food.

Thanks to digital innovation and social media, guests also expect digital interactions with the hotel to be personalized. That's why hotel operators are investing in systems and technologies that can personalize the experience for

guests, including a guest's name being displayed on the welcome desk at a digital check-in station; their food preferences or past purchases being displayed in a digital room-service order system; and similar[1].

Smart room keys

Hotels will increasingly install smart room access systems that allow guests to unlock their doors by simply swiping their phones across a keyless pad on the door. The mobile technology used with radio frequency ID electronic locks delivers a more personalized and interactive guest experience – from check-in and informing guests of hotel amenities to securely accessing their room. This technology will mean that guests don't have to worry about picking up keys and front desk staff won't have to issue new keys in case a guest loses it [2].

Robots and infrared sensors

Some hotels are already offering more futuristic experiences, with robots delivering any items ordered through room service to a guest's door. If you are staying at Aloft Cupertino, a boutique hotel near Apple's headquarters, and order room service, you may get it delivered from their newest employee, a three-foot tall Botlr robot.

To minimize disruptions, infrared scanners are now being used to tell whether a room needs cleaning or it's engaged. The tradition of hanging 'engaged' signs on the doors for a cleaner to know that a room needs attendance later is changing. Now, you don't even have to use a phone or knock to alert for room service anymore. The scanners use infrared to detect body heat in a room and tell whether a cleaner can enter a room or not.

Near field communication (NFC) technology

Near field communication (NFC) technology is short-range, high-frequency wireless enabled communication that gives you, your staff, and guests the ability to exchange data between devices in the hotel. This is good for mobile payments, which are also secure and instant. The guests can use the advantage here to check in, and it contributes to a new trend in smart room keys. In addition to this wireless technology, something has been added and that is personalizing your experience as a guest in a resort or hotel. Now guests can get advertisements depending on their age and gender. An attendant can also check a guests' loyalty by how he or she uses the facilities in the hotel. It's an opportunity for those hotels that want to personalize their guests' experience[3].

Mirror Televisions

Imagine watching TV in the bathroom mirror during your stay. This is already a reality at several luxury hotels across the globe, where guests can watch high-definition TV in mirrors, usually while enjoying a bathroom, sauna, or swimming pool. In this context, Mirror TVs can have a surprise effect on guests, bringing technology and interior design together. [4]

These technology trends give to marketing, management and hotel developers the opportunities, tools and solutions they need to create memorable experiences that can lead to positive change and growth in the industry.

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ICELAND AS A FUTURE TOURISM DESTINATION. ITS HISTORY OF TOURISM DEVELOPMENT

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Tourism in Iceland has grown considerably in economic significance in the past 15 years. As of 2016, the tourism industry is estimated to contribute about 10 percent to the Icelandic GDP; the number of foreign visitors is set to exceed 2,000,000 by the end of 2017; tourism is responsible for a share of nearly 30 percent of the country's export revenue.

Services provided to foreign tourists were for a long time an insignificant part of the Icelandic economy, rarely contributing more than 2 percent to GDP, even long after the advent of international air travel. Until the early 1980s, the number of foreign visitors to Iceland increased slowly and erratically, never exceeding 80,000 in a single year, and for many years after that only barely kept pace with the increase in the number of Icelanders traveling to and from the country. This situation lasted until the turn of the century, when the annual number of visitors exceeded the total resident population for the first time, at around 300,000.

A few years later the Icelandic tourism industry started to experience a boom which to this day shows no signs of abating, as witnessed by the fact that the number of foreign visitors grew on average by 6 percent per year between 2003 and 2010, and by some 20 percent per year on average between 2010 and 2014. In 2015, this rapid increase has continued, with the number of foreign visitors already exceeding 1 million in the period January to October. According to the Icelandic Tourist Board, the total number of overnight stays by foreign visitors to Iceland grew from 595,000 in 2000 to 2.1 million in 2010.

Bearing in mind that the total population of Iceland is 334,252, the total number of visitors to the country last year was more than six times the number of people living here.

The largest share of these tourists, or 576,403, hailed from the United States, and in fact Americans comprised the greatest increase of tourists to Iceland between the past two years. These tourists were followed by Brits, Germans, Canadians and French visitors.

But travellers visiting Iceland aren't as pleased with their trips compared to last year, according to a new [Gallup poll](#).

The poll shows that, in general, travellers have shown a slightly increased dissatisfaction with their trips for every month this year.

Russian and Italian travellers were reportedly the most satisfied with their trips, as opposed to Norwegians and British, who've grown the most dissatisfied of all groups.

The main reason for the increased dissatisfaction appears to be the higher pricing in Iceland, brought forth by a stronger currency.

Despite the lower numbers, 84% of visitors proved to be satisfied with their trips.

Interestingly, the number of tourists during the winter months has been increasing over the past six years, while summer visitors have been gradually declining over the same period of time, although summer is still the most popular time for visits. Spring remains the least popular season for tourism.

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TOURISM DEMAND FORECASTING

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Forecasting is an essential requirement for decision making and policy planning. Forecasting is widely conducted in various fields, including the tourism industry. The importance of accurate forecasting is basically attributed to the perishable nature of products and services in the industry. For instance, vacant airline seats, unoccupied hotel rooms, and unsold event tickets cannot be stockpiled for future use. Thus, accurate short-term and long-term forecasts of future demand are crucial.

Forecasting method is highly important for the tourism industry, which needs accurate predictions of demand so that it can plan effectively from year to year, season to season. If a bad year for tourist arrivals is predicted, then a tourist operator may want to reduce casual staff and reduce the scale and extent of his operation. When a good year is expected, he may want to hire more new staff, make more rooms available and increase the frequency of excursions. Accurate tourism demand forecasts improve the efficiency of businesses, increase earnings and strengthen economies.

But important issue, how can one predict the future demand for tourism in a world that is so complicated and when there are so many factors that can influence the number of tourists visiting a country, a town, a region, a resort, or even a hotel. Ideally, in a year when everything else is stable (which never happens), a single chance event like a tsunami or a terrorist attack can have a strong influence on tourism demand. Luckily, even though the world is an uncertain, and sometimes dangerous, place people still want to go on holiday, and experience has shown that it is often possible to make quite accurate forecasts about many important components of tourism demand.

In the tourism industry, accuracy and good comprehensibility of forecasting are required from policy makers and practitioners. As far as industrial applications are concerned, tourism practitioners can check the predicted values of tourist arrivals from different origins and plan for a change in demand from specific market segments by obtaining highly accurate estimates of such demand. By interpreting forecasting models, policy makers can analyze the key factors that contribute to the increase or decrease in tourism demand from various regions. These practitioners can understand the underlying regularities according to the comprehensibility of tourism forecasting models. Policy makers can also plan tourism projects and related infrastructure development activities accurately and reasonably.

Accurate forecasts are crucial because of the unique nature of the tourism industry. Tourism demand forecasting employs qualitative and quantitative approaches. Qualitative approaches depend on substantial information and human experiences. However, these techniques for their lack of generalizability. As a result, tourism researchers do not primarily use qualitative forecasting methods. Formal scientific techniques that unambiguously represent the relationship between demand for travel and its underlying factors are more useful than qualitative forecasting methods in helping tourism decision makers understand the travel demand for a given destination. Quantitative tourism demand forecasting models adopt mathematical functions to form the relationships of certain phenomena using numeric data. These models are used to estimate future values based on past performance. Quantitative tourism forecasting approaches include causal relationship and time series techniques. Although these approaches have achieved a certain degree of success, one fundamental problem is their inability to predict changes associated with other determining factors.

Causal relationship techniques establish the relationship among multiple variables via statistical analysis. These techniques have the advantage of explicitly representing the relationships that are evident in reality, assisting decision makers in assessing alternative plans, and accommodating a wide range of relationships. Multivariate regression forecasting models generally exhibit high degrees of explanatory power and prediction accuracy. However, these models also have limitations, including a large amount of time and financial resources involved as well as substantial skills required to establish correct relationships. Researchers have also developed other tourism demand forecasting techniques based on multivariate regression analyses, such as gravity models that measure the degree of interaction between two geographical areas. The success of computer systems that simulate the human nervous system has drawn the attention of tourism researchers; initial research was conducted to investigate the feasibility of incorporating computerized neural systems in tourism demand analyses.

In general, tourism demand forecast independent factors include economic variables, demographic variables, cost of travels, political variables, market variables, climate, tourist taxes, level of income and marketing expenditure. Dependent factors include hotel occupancy rate, tourist arrivals, overnight stays, same-days visitors, excursions sold, visitors pay out, tourism contribution to gross domestic products, passengers seats occupied.

The independent variables in forecasting models for international tourism demand mainly include the following:

- population of the origin
- real disposable personal income of the origin
- promotional activities by the destination
- cost of living in the destination
- foreign exchange rate between the origin and the destination
- relative price of tourism services in the destination

Tourism demand forecasting has attracted substantial interest because of the significant economic contributions of the fast-growing tourism industry. Although various quantitative forecasting techniques have been widely studied, highly accurate and understandable forecasting models have not been developed.

THE DEVELOPMENT OF TOURISM IN THE ERA OF GLOBALISATION

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The growing demand for tourism services over the last 20 years has led to tough competition and the formation of various supranational corporations in the tourism business and the hospitality industry. Modern technologies in the system of hotel reservation, in the sale of tour packages, the changes in transportation

which have made travelling faster and more comfortable, the use of modern tourist service lines – all of these have led to the emergence of the phenomenon of international mass tourism, which was called a ‘technology tourism’.

The impact of globalization on tourism development have been investigated by a great number of researchers. Among them are Iris Mihajlović and Zorica Krželj – Čolović who tried to analyse these complicated processes. As globalization is developing rapidly, changing every sphere of modern life, the issues under consideration are still of great value and demands further consideration.

A great number of countries in the world offer diverse tourist services which can positively influence the tourist motivation. The hospitality industry is quickly becoming the leading branch of the world economy.

The development of the world economy of tourism is the result of the attempt to satisfy human needs, starting with the needs to have leisure time and recreation, to satisfy consumer needs, and ending with people’s educational needs: gaining new experience, perception or cognition. Due to the processes of globalization, modern tourism reveals the features of a mass tourism product: its standardization and serial production, specialization and its diversity, as well as new modern processes of sales and advertising, being often virtual. The driving forces of globalisation are the revolution in the field of information technologies, the liberalization of markets and the aggravation of international competition.

The implementation of information technology in the sphere of tourism and the development of the World Wide Web have created a number of new possibilities for the tourism trade. A tourist product is one of the most frequently requested on the Internet. Thus, about 68.2% of information about travel is received by consumers on the Internet: the information on the types of holiday, different tourism destinations, prices, cartographic materials, etc. A great deal of reservations are made on the Internet. According to the survey conducted, the motivating factors to use the Internet services while buying a tourist product are as follows: convenience (78.4%), the lack of pressure when buying (66.4%), saving time (64.2%), and the opportunity to receive information directly from the tour operator (51.3%). Modern technologies allow you to obtain information from any part of the world and in any time mode, including on-line. In this way, tourism is becoming increasingly accessible to potential consumers, who can find out more about what services they are going to receive and get the possibility to compare the services provided.

E-commerce plays an important role in the global economy. E-commerce in the tourist industry is radically changing the structure of production and distribution of tourist products, eliminating the need for such support structures as distribution networks: tour operators-wholesalers and travel agents.

The transport industry providing transportation services for tourists is rapidly developing as well. The most important criteria to evaluate the efficiency of transport services are as follows: the level of comfort, safety, environmental safety, transportation cost, speed and capacity. One of the largest industries is the

sector of air transport services. About 70% of the air transport market is passenger transportation. The railway transportation industry is developing with transcontinental and intercontinental high-speed railways. At the same time, the road tourist transportation will be gradually decreasing.

In addition, an important feature of globalisation is the internationalisation of business activity. The reason for the internationalisation of the tourism business is the tourist product specificity. A tourist product is known to be a complex of services provided to a tourist, and very often consumed abroad. The manufacturer aims to extend its influence to other areas of tourism in order to achieve maximum profit. Thus, airlines can combine their activities with tour operators and the hotel industry.

Global tourist associations are formed by mergers and acquisitions. In many countries the global division of market is going on by the acquisition of companies. For the tourism industry, as well as for any other industry, the process of enterprise concentrating goes beyond the national borders with the creation of transnational corporations.

A vivid example of such tourist associations can be the global integrated hotel chains. Joining the international chain suggests that hotels try to become more competitive. Well-known corporations have developed the rules and standards to ensure of the style and customer service efficiency of hotels.

However, it should be noted that in the process of tourism globalisation, a number of serious problems can arise. Excessive standardisation of consumption characteristics and supply models in a number of countries have a negative impact on local cultures. The globalisation processes sometimes lead to losing the national identity and individuality, ethnic identification, negatively effecting the development of certain types of recreation and tourism.

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INCLUSIVE TOURISM

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[1] “Inclusive Tourism” or “Accessible Tourism” or even “Disabled Tourism” is about making it easy for all people, irrespective of their gender, age or physical status to enjoy tourism experiences. It is a set of services and facilities for individuals with special needs, who are, for example, disabled, elderly travelers,

pregnant women, parents pushing their children in strollers or even people with temporary injuries, such as a broken leg or chronic ailments. All these people need to be particularly enabled during their travel.

[6] The Convention on the Rights of Persons with Disabilities said that Accessibility is expressed in equal access to:

- physical environment;
- transport;
- information and communication, including information and communication technologies and systems;
- other public services.

It means that everyone has the right for a comfortable life regardless of physical disabilities.

Is it profitable?

[2] Yes, it is profitable because our world has more than 785 million people with different degrees of disability and if we consider also the members of their families, then we have more than 2 billion people who can be tourists. They can make big profits for tourist companies; therefore, we have to care about them.

[5] Who else can be an inclusive tourist?

- travelers with big bags;
- overweight people;
- people who do not know or do not speak foreign languages.

That is why many hotels have bag-bearers, lifts and specially trained personnel who will help people with disabilities and overweight people and also translators for those who do not speak foreign languages.

[4] How to make your hotel comfortable for special tourists?

Only disabled people know what kind of problems they can face. Therefore, it makes sense to invite some of them and ask to stay at the hotel for a while, and then ask them to tell about all problems that they had to face. Here are some examples:

- all necessary objects (for example, switches, handles, sockets) are not more than 120 cm and not less than 40 cm, so that they can be reached standing or sitting);

- accessibility of information: sign language tours, museums, adapted for visually impaired or hard of hearing people;

- the width of the doors is not less than 85 cm, the thresholds are not more than 2 cm to go in, so that a person does not need to climb the stairs. The width of the city paths and avenues is not less than 180 cm: this allows people to walk in different directions, so people on wheelchairs and their helpers have enough space;

- doors should be easy to open or close, without the requirement to grip or pinch.

This is not the whole list of what must be done and every hotel that wants to attract more tourists should not neglect this.

[3] It is assumed that by 2030, 1 in 8 people on earth will be over 65 years old. A person over 65 years of age can have a disability with a probability of 10

times more than a child or youth. We will all be old one day, so we should care about inclusive tourism right now.

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THE HOTEL BUSINESS AS AN ELEMENT OF THE HOSPITALITY INDUSTRY IN UKRAINE

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The field of hospitality industry in Ukraine is dynamically developing and becoming an important segment of the country's economy. Actually, it is based on the satisfaction of material, social and spiritual needs of an individual and provides a diverse of services, creating the recreational and cultural environment.

The issue has been thoroughly investigated by a number of researches. In the opinion of S. I. Bailyk, E. A. Balashova, L. G. Lukyanova, T. L. Tymokhina, A. D. Chudnovskiy, the development of the hotel business promotes an effective cultural exchange, stimulates the awareness of social environment and supports people's cognitive activity. The hotel industry, as a constitute part of hospitality and as an element of physical infrastructure, satisfies individual and social needs of customers, providing recreation activities and comfort of life.

Being aware of the importance of the hotel industry development in Ukraine, it is considered to be of great value to analyse the peculiarities of modern hotel business, to define the functions and mechanisms of providing hospitality services to meet customers' changing needs in lodging and recreation. That is the object of the investigation presented.

The major demand that any lodging establishment has to meet is to satisfy tangible and intangible customers' needs providing meaningful recreation. Therefore, all hotel services should be efficient and safe for people's health, their possessions as well as for natural environment.

Among the most significant current trends distinguished in the hotel industry in Ukraine are as follows:

- increasing specialization of the hotel services offered
- the development of international hotel chains
- the appearance and development of small hotel businesses
- the implementation and successful use of new computer technologies.

To investigate the situation in the hotel industry in Ukraine, another peculiarity should be taken into consideration as well. A hotel is a commercial enterprise which offers its product in the form of services specified by the following criteria:

- the service is provided on spot through the direct contact between customers and service providers
- the efficiency of service depends on a customer's satisfaction
- the demand for the hotel services in most cases is highly seasonal.

The successful development of any hotel establishment are determined by a number of economic factors, such as a location, ecological safety, historical and cultural heritage, availability of monuments of culture, their accessibility and efficiency of operation.

One of the most important problems of hotel industry development in Ukraine is to conduct thorough analysis of the demand for accommodation. From the economical point of view, it should be necessary to take into account the number of hotel establishments on a particular area and their room occupancy, people's income, the diversity of business activities, and the development of the entertainment infrastructure.

A significant factor restricting the hotel industry development in Ukraine is low purchasing ability of Ukrainian people and, therefore, lack of money invested into the development of hospitality industry infrastructure.

To sum up, it should be noted that the hotel business is the dynamic and promising part of the hospitality industry and its further successful development in Ukraine will considerably depend on a number of crucial factors. Services customization, efficiency of staff, their specialization and creativity, new technologies and organisational forms, environmental sustainability should become the prerequisites of the hotel business development. The approaches mentioned above will provide the successful operation of the hotel industry in Ukraine, new working places for those who would like to be involved in the industry, and positive influence on national economy as a whole.

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THEORETICAL BASIS FOR FORMING THE ESSENCE OF THE CONCEPT "RESOURCE CONSERVATION"

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The crisis situation in the housing and communal services sector of Ukraine, a high level of depreciation of water supply, sewage networks, production equipment, a low quality of the services provided to consumers as well as imbalance of the state tariff policy have a negative impact on the condition of the country economy in general. The efficiency and equilibrium of the housing and communal services sector are determined not only by the services' quality improvement, but also by the reduction of the cost of services and an economical use of limited natural resources.

Resource conservation is traditionally interpreted as a strategic vector of the economy functioning, which increases its competitiveness, efficiency and profitability of economic activity in general at the level of the country, its regions, as well as at the level of a certain enterprise. Today, Ukraine faces a number of problems in the field of resource use. In particular, these are the issues connected with a limited amount of the majority of the raw materials; an aggravation of the competition for resources at the internal and external levels; an increase of the risks of ecological and man induced disasters; a low resource management efficiency; an emergence of international conflicts caused by a global redistribution of influences and rights, etc.

Summarizing the existing interpretations of the essence of the concept "resource conservation," we can distinguish several approaches to understanding of its content. The author Balashova R. A [1, p. 117] considers resource conservation as "an economic category that is constantly upgraded and represents a process of the efficiency increase of resources using. A group of authors in their works [2, p. 12] indicate that resource conservation is a "condition that characterizes a potential for improving the use of productive resources" and is defined as "a set of measures of a technical, economic, organizational and socio-psychological focus regarding conservation and an efficient use of all types of resources (material, energy, financial etc.)". Melnik N. O. determines resource conservation as a "production factor, which changes the ratio between the means used in production and labor costs caused by a growth of labor productivity" [3]. Another approach regards resource conservation as "a process of reducing the material and energy intensity of a production unit, production cost reduction, increasing the output of final products through introduction of scientific and technological advances and the application of organizational and economic management mechanisms" [4].

The authors of the monograph [5, c. 31] define resource conservation as "progressive use of the natural resource potential, which provides saving of natural

resources and production growing within a constant amount of raw materials, fuel, basic and auxiliary materials".

Following the traditional approach, Skokov S. A. [6, c. 350] proposes to determine resource conservation as the form of scientific, practical, organizational, commercial and information activities aimed at a rational, integrated and economical consumption of all types of resources based on the existing level of the technology development while reducing the man induced burden on the environment. Reymers N. F. [7] notes that resource conserving technologies involve using a minimum amount of resources at each stage of the commodity production cycle as well as during its disposal. Volkova S. V. sees resource conservation as one of the forms of disposal of the enterprise reserves associated with maximum saving of the material resources in the production [8].

Thus, the entire complex of problems in the field of resource conservation is becoming an actual research problem for the national science both in terms of improving the theoretical foundations of this process and in the area of practical recommendations for ensuring the effectiveness of the state resource potential using.

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TYPES OF CONFLICTS IN ORGANIZATION. THE WAYS HOW TO BREAK THE CONFLICTS

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A conflict is the collision the oppositely oriented goals, interests, positions, opinions and points of view between two or more people. A conflict is a norm inside the industrial relations.

The relevance of this topic repose in inevitably conflicting situations in any industry. The resolutions are very important for a process of work and for the psychological climate inside a company. It's necessary to know the ways of resolution in the controversial situations for relief and to make more successful cooperation between the colleagues on their work.

There are four different types of conflicts:

Intrapersonal conflict or the conflict inside the psyche.

This type is about personal contradictions. It can affect in different ways. One of the most common form of this type is the role- playing conflict, when different human's roles require the contradictory demands. The first reasons of emergence this type of conflict are: stress, dissatisfaction of work, diffidence, uncertainty in the organization.

Interpersonal conflict.

This is the most widespread type of conflicts. The reason of its appearance is the discrepancy of views and values of people. The basis of this type of conflicts are objective reasons. For example, the struggle for scale resources. Interpersonal conflicts usually affect the interests of surrounding, the opponents should clash face to face.

A conflict between an individual and a group.

An enterprise installs certain standards of the behavior. Everybody in this enterprise should follow these standards if he or she wants to be in this informal group.

The difference in the classification of individual-group conflict:

A head vs a group.

The reasons of this type of conflicts can be a low competence of the head or unusual type of management of the head etc.

A member of the collective vs the collective.

The reasons of this type are a problematic personality of this member, the violation or even neglect of the rules and norms inside the group.

A leader vs a group

The reasons of this type of conflicts are the low vocational background of the leader, the excess of authority of the leadership, the variation of the collective consciousness etc. So if a leader wants to become efficient he or she must resolve

conflicts successfully as it definitely leads to the professional development.

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III. MODERN DEVELOPMENTS OF ECONOMICS AND FINANCIAL SECURITY

ENTERPRISE RISK MANAGEMENT

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The development of the Ukrainian economy, the possibility of its integration into the European Union, the great influence of external factors led to the emergence of a struggle for sustainable development of the enterprise, that is, the indispensable deduction of both positive and negative risks.

Risk is a multi-faceted concept, so it isn't possible to complete avoidance. It is an action which perform in a choice.

The risk is divided into three types by its nature:

1. When an entity has the choice to make several alternatives, there is an objective probability of obtaining the expected result. This probability depends directly on this company: the level of inflation, competition, statistical research, etc.

2. When the probability of occurrence of the expected result can be obtained only on the basis of subjective assessments, that is, the subject is dealing with subjective probabilities. Subjective probabilities directly characterize this company: production potential, the level of subject and technological specialization, organization of labor, etc.

3. When the subject in the process of selecting and implementing an alternative to his disposal both objective and subjective probabilities [1].

Although it is not possible to avoid risks, one of the main areas of activity of the enterprise is to reduce the possibilities of their occurrence.

V. O. Vasilenko differentiates the main measures of risk reduction in the following way [1]:

1. Diversification is process of capital allocation between different investment objects that are not directly related to each other;

2. Obtaining additional information (the more complete information allows to make a clear forecast and reduce the risk that makes the information commodity, and is very valuable;

3. Limiting is setting a limit, that is, limited amount of expenses, sale, credit, etc.; Limitations are applied by banks to reduce the risk of lending, business entities – for the sale of goods on credit, determination of the amount of capital investments, etc .;

4. Self-insurance is an entrepreneur prefers self-insurance, than to buy insurance in an insurance company;

5. Insurance is protection of property interests of economic entities and citizens in the event of certain events at the expense of monetary funds, which are formed from the insurance premiums paid by them. It is required for natural disasters, emergencies in the enterprise, as well as theft of property by both employees and outsiders.

The most common way of reducing risk is the creation of currency, commercial, credit and other requirements and obligations used in developed countries. It is widely used by raw material processing companies to insure the predicted level of income by transferring risk to the other party.

Consequently, risk is a constant component of entrepreneurial activity. Consideration of this factor is one of the main tasks in the system of management of economic entities. This necessitates the introduction of measures that would facilitate the achievement of the balance of the enterprise. That is why the problem of risk in the activity is extremely relevant, but not sufficiently studied.

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UKRAINIAN ECONOMY: RISKS, CHALLENGES AND OPPORTUNITIES

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Ukrainian economy in 2018 has many risks and opportunities. So, there are chances of raising the level of inflation and devaluation of the hryvnia, but at the same time, the country can strengthen relations with the IMF, attract foreign investors and stimulate economic development. The site "Today" tells what to expect the Ukrainian economy this year.

In 2017 the economy of Ukraine continued to grow and develop, but, unfortunately, it did so too slowly and in order lagged behind global trends. So, many factors influenced the economic situation in the country. For example,

high corruption in Ukraine annually eats up 2% of GDP according to IMF estimates.

increase of the minimum wage twice - up to 3 200 UAH. According to NBU estimates, this increased GDP by 0.5%, but at the same time, according to UIF estimates, this caused inflation growth by 2-4%;

the transport blockade of the Donbas and the forcible seizure by militants of enterprises in the East of Ukraine. According to the latest estimates, voiced by Prime Minister Vladimir Groisman at the end of December, the blockade already cost Ukraine 1% of GDP;

obtaining a tranche of the IMF - 1 billion USD, which helped to replenish the reserves of the NBU and support the stability of the hryvnia exchange rate;

signing of an agreement on the conditions for combining the system of Ukraine with ENTSO-E; this means that the reform of the electricity market is moving in the right direction;

placement of 15-year Eurobonds of Ukraine for \$ 3 billion at 7.375%;

the restructuring of domestic debt by UAH 220 billion reduced the debt burden on the state budget;

excess of the NBU benchmark inflation rate – at the end of 2017 inflation was planned at 9.1%, and in the end it was 12.2%;

increase in the rating of Doing Business from 80 positions to 76, which in a certain way reduced the risks for investors;

Global risks for the Ukrainian economy

One of the main challenges and risks for 2018 is related to the US Federal Reserve System. So, participants of financial markets in December 2018 expect the strengthening of monetary policy of the FR.

According to Amelin analysts and International investment banks expect that the rate of the Federal Reserve Bank will be raised several times, to a value of 2.2% to 2.5%. In principle, within the corridor, an analyst and forecast of commodity markets, currency markets is built. And what happens if the rate increases? America is now building a very interesting pragmatic policy, attracting or returning investments back to the American economy. They are aimed at strengthening their economies within the territory of America. And the increase in the discount rate directly affects the value of the dollar. And the value of the dollar directly affects the reduction of the cost of raw materials. Half of the Ukrainian GDP is the export of raw materials, 80% of Ukrainian exports are raw materials, the US economy will grow if the dollar strengthens, but emerging markets such as Ukraine will suffer.

In the next five years, Ukraine needs to pay more than \$ 40 billion, according to UIF estimates. In 2018, payments on external liabilities will amount to \$ 6.5 billion, and this without the "debt of Yanukovich.

"If we lose the court on the so-called" Yanukovich's debt, "the amount of payments will grow to \$ 9.5 billion, and we have \$ 19 billion in gold and foreign exchange reserves. Accordingly, if we do not have external assistance next year, our reserves will drop to a critically low level, "Amelin explains.

Thus, in order not to fall into the risk zone, Ukraine can not do without cooperation with the International Monetary Fund, because without IMF loans, the possibility of falling reserves below the critical level and devaluation of the hryvnia to UAH 35-49 per dollar is growing rapidly.

Also, according to experts' forecasts, if we do not conduct a debt restructuring and shift the peak payments from 2021 to a later period, then in 2019 it may find itself in a system of uncontrolled default.

Opportunities of the Ukrainian economy for 2018

In addition to risks and challenges that will not bypass Ukraine, there are also a lot of positive opportunities for the domestic economy in 2018.

One of the positive aspects is the continuation of cooperation with the IMF. If it continues, in 2018, Ukraine can receive a \$ 3.5 billion tranche, which will help stabilize the hryvnia exchange rate and successfully pay off foreign debts.

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WORLD ECONOMY. THE CONCEPT AND STAGES OF THE DEVELOPMENT OF THE WORLD ECONOMY

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The world economy is a complex system. The whole set of national economies is fastened by the movement of goods, services and factors of production. On this basis, international economic relations arise between countries. economic relations between residents and non-residents. In domestic and foreign literature, there are various approaches to the definition of the concept of "world economy". The most important of them are:

1) the world economy – the totality of national economies, connected with each other by the system of the international division of labor. This definition is based on the concept of the world economy as a sum of national economies;

2) the world economy – the world system of industrial and financial relations. This approach reflects the main components of the world economy – the sphere of real production and the sphere of circulation;

3) the world economy – the totality of national-state and non-state structures, as well as their interactions on the basis of the international division of labor and political contacts. In this interpretation, the world economy is a single economic space (megaeconomy), in which the subjects of economic relations are: national economies of the world; subjects of world business – transnational corporations and their alliances; institutes of the world economy – international economic organizations.

The national economies of the countries of the world are the most important subjects of the world economy. There are more than 180 countries in the world. Among a significant number of states with various indicators of economic development, it is customary to single out different groups of countries classified according to their essential characteristics.

At the beginning of the 21st century, the world economy acquires a new quality, the most important form and at the same time a new stage in the internationalization of its economic life becomes globalization. According to IMF experts, this phenomenon represents the growing economic interdependence of countries around the world as a result of the growing volume and variety of international transactions in goods, services and world capital flows, and also due to the ever more rapid and wide diffusion of technologies. Thus, globalization is a process of movement towards the world economic, financial, information and humanitarian space, which is responsible for overcoming state barriers to the movement of information, capital, goods, services and the growing role of supranational institutions for regulating the economy.

The main driving forces of the process of globalization are the deepening of the international division of labor and the information revolution. The degree of openness and interdependence of national economies is sharply increasing. Global economic processes become dominant, and the focus of entrepreneurial strategy shifts from national to supranational. The national state is gradually losing the opportunity to effectively use the traditional levers of macroeconomic regulation (import barriers, export subsidies, the national currency exchange rate, the refinancing rate of the central bank) and is forced to orient in its economic policy to world trends.

At present, the logic of evolution has led the world economy from the internationalization of exchange to the internationalization of capital and production. In the course of the competitive struggle between countries, there is a system of the international division of labor, which is expressed in the sustainable production of goods and services in individual countries, in addition to domestic needs, calculated on the international market, and is based on international specialization and international cooperation.

Another important trend in the development of the modern world economy has been the economic rapprochement and interaction of countries at the regional level. International economic integration is a process of economic and political unification of countries on the basis of the development of deep stable interrelations and the division of labor between individual national economies. The highest form of interstate economic integration is the economic and monetary union. Integration processes have developed most in Western Europe (EC) and North America (North American Free Trade Association – NAFTA).

In addition to integration associations, associations of countries producing and exporting raw materials, free economic zones occupy quite a prominent place in the processes of interaction in the economic sphere of individual countries. Thus, the world economic relations, manifested in the internationalization of production and integration, led to the strengthening of the interconnection of individual national economies, the formation of the integrity of the world economy.

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SPRING WATER IN KHARKIV REGION: EXPLORING THE SUBJECT

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Fresh water shortage makes scientists investigate various alternative sources of water supply in recent years. Spring water is an alternative of non-centralised source of drinking and technical water supply. Besides, due to the availability and low-cost maintenance, spring water is considered as one of the most interesting and perspective research issues from economic and technological points of view.

Kharkiv region has significant resources of spring water. A review of papers and publications has shown that several authors give a list of major springs, their quantitative characteristics, water discharge, spatial accessibility, chemical tests of the water [1, 2]. Some researchers focus on certain popular groundwater outflows used by local population [3]. The most attended springs with a high discharge are monitored for chemical composition and seasonal variations. Small amount of papers deals with springs inventory and classification according to current norms for drinking water [4].

Along with that, the hydrogeological characteristic of springs water has been studied insufficiently, in particular, connection to water bearing strata, recharge conditions, vulnerability and probability of their impacts on water quality. Special attention is given to seasonal dynamics of spring discharges and chemical composition of the water.

The review of the subject exploring proves the availability of a certain amount of data accumulated, but this information is not systematized. Development of databases and GIS for spring water supply is a very perspective directions of investigations as this will allow to form a hierarchic and systematic structure of the data as well as to visualize them.

It should be noted there is a short list of publications on springs water supply and their quality in rural areas. This fact can be explained by the prevalence of other sources of drinking water, i.e. artesian wells and private shallow wells.

Data collection and systematization is a perspective way of spring groundwater research. Databases and GIS should be the outcomes of these activities, which will allow to facilitate the analysis of existing materials as well as their interpretation and introduction of new materials. Besides, the important task of the research is to study the geological settings and connection of spring waters to water bearing strata or complexes. The geological characteristic enables revealing areas of unequipped outflow of spring water by application of remote

sensing and digital modelling methods. Using the data received it is possible to plan field trips to perspective sites for mathematic models verification. These activities will help to identify the priorities for further research.

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ELECTRONIC BUSINESS IN THE INTERNET AND ITS DEVELOPMENT IN UKRAINE

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After entering XXI the century, humanity simply did not step over temporary threshold, but it left to completely new development stage. We live in the post-industrial, information society, where information becomes the main value. Because of the development of computer and communication line technologies appeared the new form of economic activity – electronic business. For the beginning, it would be desirable to most accurately describe this concept.

Electronic business – this is the activity, which uses global information networks for conducting the commercial activity. Electronic business is the generalized concept. To it all forms of interrelations between the participants in the market, who use different digital technologies, for example, carry: sale of goods and services, aid and the information support of buyers, marketing market researches, the presence of new and the improvement of old connections.

Electronic marketing is the complex of the measures of traditional marketing with the application of different electronic means. It occupies important place in conducting of electronic business. Electronic marketing has many unique advantages, namely: this form of marketing can envelop large audience not only at the local level, but also throughout the world, which under the conditions of globalization gives a good push for the advance of goods and services. Furthermore, electronic marketing is considered as the relatively inexpensive that

in the comparison with the traditional forms of marketing they make with its sufficiently attractive tool of the advance of enterprise on the appropriate market.

Electronic business becomes ever more popular in all corners of peace. According to the data of foreign agency eMarketer, in 2015 the year the revolution of Internet- trade stepped over threshold into 1,7 trillions of dollars. At the given moment, in the sphere of Internet – trade by absolute leaders it is possible to isolate the regions of North America, Western Europe and Asia.

As far as Ukraine and the countries of eastern region as a whole are concerned, it is possible to isolate positive tendency toward the development of electronic business. Dynamic development of network Internet and increase in the quantity of its users in recent years, gave significant push to the development of this branch.

Ukrainian sector e-commerce lags in the development behind the foreign analogs by several years. Since the opacity of legislation, complex economic and political situation impede the development of electronic trade in the Ukraine. Furthermore, one of the negative factors, which restrain the development of branch, is the absence of openness in the relations with conducting of Internet-business.

Ukrainian e-business is developing rapidly. The market for Internet – sales in 2014 the year grew on 45 %. In the money equivalent the volume of branch plans to rise to \$5,65 billion. In Ukraine work more than 8 thousand Internet stores with the average commodity turnover.

The e-commerce market in Ukraine is more developed than offline trading. Ordinary stores in 2014, for the first time after 10 years, showed a negative dynamics of sales and profits, which can not be said about the Internet business.

In December 2014 the changes were introduced into the law of Ukraine about the tax code, which prescribe the use of registrars of the calculated operations. These changes require virtually all those involved in electronic commerce to acquire fiscal registrars.

In the crisis for Internet- business it was necessary to search for the ways of reduction in the expenditures and to study the optimization of the business-processes: failure of the offices, the adaptation of marketing and the total reduction of expenditures.

Being oriented on the need of market pay WayForPay the pay solutions under the problems of business and the current legislation have been adapted.

As noted by Sergey Vatilik, CEO of Wayforpay: "The global statistics of online payments in electronic commerce shows that last year more than 34 billion transactions were made and the number is constantly growing, which indicates that the technologies are changing the consumer."

Analysts foretell the active development of the additional innovation services, which in the sum with the pay services will considerably increase the conversion of sales and will grant maximum convenience for their clients to all participants in the pay market.

Today, it is possible to say that the Internet-market together with the innovation technologies are making electronic business advantageous for all subjects of electronic commerce. Under the conditions of globalization and economic crisis in Ukraine, it is possible to forecast the significant development of this sphere of employment. World network gives the possibility to companies to leave to the completely new level on the assignment of goods and services, but users, in turn, can more effectively interact not only with producer himself, but also between themselves.

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IMPROVING ECONOMIC SECURITY IN THE PUBLIC SECTOR OF THE ECONOMY BY THE USE OF BLOCKCHAIN TECHNOLOGY

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The rapid entry into the global economy by Blockchain technology lifts up many questions to discuss, so we will look at it closely. The range of using Blockchain is very wide. At this stage of development, possibilities of this technology are still testing and studying, but even now its revolutionary potential in the public sector cannot be overvalued.

The development of derivative instruments (cryptocurrencies and smart contracts), which increases security, speed and marginality of transactions between entities (instant money transfers without intermediaries), opens up new directions for business to business and states. Thousands of new blockchain-based projects in various directions, such as identification management, property registration, diamond trading, are currently opening. Given this new vector of development, we need to analyze how this new technology can be used before policy makers launch it in the public sector.

Let's consider the point of this technology in more detail. Blockchain – a database that works without centralized management. This means that the registry or a large portion of it is not stored in one place, but distributed among hundreds or thousands of computers around the world, and any user has free access to the current version of this registry. Spheres of application of technology are numerous, but the main condition is the existence of a smart contract, whether it is a transaction or a conventional contract.

The core of blockchain work – the blocks of digital records that are cryptographically and chronologically linked in a chain. The process of bonding

blocks is called hashing; it is carrying out by hundreds, even thousands of computers in the same network. If all of the calculations have the same result, the unit is assigned a unique digital signature that is stored in the registry on each computer.

With regard to security, protection against changes, breaking the registry by changing the digital entry is impossible – to do this, you need to have access to the record on all computers in the network at the same time. Computers can range from a hundred to several thousand, distributed across different regions of the country, or even abroad. When a digital record is changed, it receives a new signature, and the mismatch will be noticed by the system instantly. This makes the attempt of changing the registry virtually impossible. Transparency of all records in such a database is both the advantage and the disadvantage. The disadvantage lies in the fact that people with different motives can trace all your records inside the system using the information received. They can do this for cheating purposes. Therefore, the system for voting in the presidential election, based on this technology, at this stage of development will not guarantee the confidentiality of voters. Nonetheless, the development of such systems is only a matter of time. The possibility to check all transactions performed by each user of a database will help track the process of allocating funds from the state budget, if the government enters into exploitation such a database.

It is known, that a contract can be broken by one of the sides that have concluded it. Currently, to "motivate" the sides to act honestly, the state uses legal mechanisms, the judicial system. However, this is long, expensive way and there are certain corruption risks, especially in Ukraine. Using Blockchain technology, more precisely, its derivatives – smart contracts – will help in matter of solving this problem.

Smart contract is an electronic algorithm or a condition in which the sides can make exchanges of different assets. The programmed terms of a smart contract are keeping track to the successful outcome of the transaction, and the exchange (service payment, barter) occurs only after all conditions have been completed successfully. Anyone who wishes can check the result for corruption. Any asset can be the subject of transaction. Asset of tangible and intangible real sector of the economy or the obligations associated with it. In many matters, such contracts provide the key opportunities of certain technology for the public sector of the economy.

An important function of the state is to maintain reliable information about individuals, different organizations, assets and activities. Working with this information in the process of regulating and providing public services has created such a phenomenon as administrative barriers. Blockchain is currently unable to resolve the problem of administrative barriers, but it can significantly simplify the management of trusted information, reducing the cost of the state apparatus, increasing safety and convenience for users.

In the public services system, certain technology and its derivatives (cryptocurrencies and smart contracts) are capable of solving security problems,

harmonizing and comparing data, reducing administrative barriers. Due to its properties, which have been described already, this technology is a unique tool for increasing the transparency of the public sector and reducing corruption. According to the fact that the history of counterparty financial transactions within the system is open, illegal or mistake types of transactions can be blocked or canceled, and the system operates within the framework of approved terms of smart contracts.

Described technology may find place in tax collection sphere, so taxpayer can send a payment, and then trace what was the way of using his money, as well as the ability to track the payment of taxes by public and private enterprises. Consequently, the potential effectiveness of introducing this technology in the public sector, in order to prevent corruption cannot be overvalued.

Although Blockchain still needs to be further studied and advanced, some European countries are using it as an instrument for ensuring transparency in the public sector and for other purposes.

For example, Estonia is a leader in the implementation of e-government services, introducing technology called Keyless Signature Infrastructure (KSI) to protect all public sector data. KSI allows officials to track changes in various databases – who changes the record, which changes are done and when they are done. The key results of the introduction of the KSI system were: in 2016 94% of citizens had an electronic certificate enabling the use of the system; 2% of Estonia's GDP was saved by the work of the government without paper documents, equal to its annual contribution to NATO membership. In the country more than 4000 public services are provided electronically, in addition, Estonia is the country number one in collecting taxes by the Index of Electronic Economics.

The Slovenian government have announced their target to position the country as the European leader of using Blockchain technology. The Government is also studying the possibilities of introducing technologies at the level of public administration. In turn, the Ministry of Labor and Pensions in the UK is developing a social security payment platform based on Blockchain.

It has been concluded that Ukraine stands in big need of inserting described technologies to prevail corruption and unexpected perils of different kinds, such as hacker attacks in near future.

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THE IMPACT OF THE WORLD ECONOMIC CRISIS ON THE ECONOMIC DEVELOPMENT OF UKRAINE

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Modern development of the global economy is characterized by display of comprehensive globalization processes. Globalization is a multidimensional process of economic and structural reforms, which is characterized by integration of national economies through trade liberalization, deregulation of the sector and equity operations with the capital, global proliferation of the financial market. A positive feature of globalization is an opportunity for developed countries to use cheap labour markets and redistribute capital. At the same time, developing countries get new opportunities through improved market access technologies, investments, production networks etc. But on the other hand, globalization has led to the increased vulnerability of the countries to the global economic crises, which arise out of their control. Such violations in one of the elements of the system cause instability of the whole system, which is clearly seen in the global economic crisis of 2007 – 2010.

The impact of the global economic crisis on the global economy was significant. Thus, according to the WTO trade growth has slowed starting from 6.4 % in 2007 to 2.1 % in 2008, and in 2009 there was a sharp reduction of 12.2 %. The main characteristic of the globality of the world economic crisis is the decline of most economic indicators in all regions of the world. The EU GDP fell by 16 % in 2007, exports from Asia fell by 5 %. For developing countries, foreign trade indicators, such as exports and imports also declined in 2007, by 7.5 % and 8 % respectively. In addition to foreign trade falling there were observed significant fluctuations in the real sector of the world economy. Thus, according to the IMF data, global production output increased by 3 % in 2008, fell by 0.6 % in 2009 and increased again by 5 % in 2010, 4.4 % in 2011 and 4.5 % in 2012. For the countries with developed economies, production output grew by 0.5 % in 2008, decreased by 3.4 % in 2009, increased by 3 % in 2010, 2.5 % in 2011 and 2012. This trend indicated gradual recovery of developed countries from the global economic crisis. However, for most developing countries, the global crisis has led to long-term consequences that provoked structural economic and political transformations of different nature. This phenomenon was widely investigated by the world scientific community.

Thus, the crisis, on the one hand, destroys the existing economic system, and, on the other hand, in the case of its flexibility, the possibilities for transformation and effective management decisions provoke opportunities to increase the economic growth of the national economy and implementation of effective economic reforms.

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THE OVERVIEW OF AGRICULTURAL SECTOR OF CANADA

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As early as the beginning of the 20th century Canada was described as a country of grain growers. Indeed, before the outbreak of the First World War, agriculture was the basis of its economy, on which its manufacturing industry was mainly developed. The vast majority of the country's population was employed in agriculture and related industries. In the world market, Canada acted as the largest producer and supplier of wheat and other agricultural products.

Due to the economic crisis that broke out in 1929, the situation of Canadian farmers has deteriorated sharply. The fall in the price of wheat ruined thousands of small farmers, they were unable to pay any debts to banks and loan agencies, nor taxes to the state. Not only the harvested grain, but also many hectares of land were taken from farmers to pay debts and interest on loans. The situation was further aggravated by the fact that in the 1930s, the drought continued in the Canadian steppes for 8 years. The earth dried up, turned into a dry powder, and the wind blew the top layer of the soil, raising clouds of dust. Since the mid – 1930s, abandoned farms have become a characteristic feature of the Canadian landscape. The ruined farmers went to cities in search of work. The situation improved significantly during the Second World War, when Canadian agricultural products were widely sold. But after the war in agriculture, Canada began to decline. The competition of the USA and reduction of import of the Canadian agricultural production to England have sharply worsened position of the Canadian farmers. There is an active process of consolidating capitalist farms and ruining small-scale farming, which is replenishing the ranks of the Canadian proletariat. The number of farms decreased from 623 thousand in 1941 to 575 thousand in 1956. Yearly the number of people employed in agriculture is reduced, if in 1941 another third of the working population was employed in it, in 1951 only one-sixth.

By nature of agricultural production, Canada is divided into four areas:

1) the agricultural population of British Columbia, concentrated in mountain valleys and along the coast, engaged in dairy cattle, poultry, horticulture (growing apples and berries), seed production, vegetable growing and floriculture. The products are mainly for the nearest markets in Vancouver and Seattle (USA);

2) the steppe provinces – Alberta, Manitoba and Saskatchewan, in which about 71% of the country's cultivated area is concentrated, are areas of large monocultural wheat farming;

3) Ontario and Quebec are the oldest agricultural areas of the country; here dairy cattle breeding, vegetable growing, horticulture and poultry farming have been developed, which satisfy the demand of the most important industrial centers of the country located here;

4) dairy farming and horticulture are developed in the coastal provinces, the latter almost exclusively for export (to England).

The machines are widely used in agriculture in Canada, especially on farms in the steppe provinces and in Ontario, but in some parts of the country, horse seeders, mowers, mowers are of great importance, and in the coastal provinces one can see a harness of oxen. A characteristic feature of Canada's agriculture is its high productivity and insignificant application of hired labor. Canada is a country of family farms. On average, 77% of farms are owned by farmers.

Most of all the land occupied by farmland is farmed by the farmers themselves and their family members (and only 21.5% are handled by tenants and 1.2% by the help of wage labor). This is possible due to the presence of large families and extensive mechanization of agricultural labor. Wage labor is used mainly during harvesting. At that time, special "train excursions" trains run along the country's railways, transporting seasonal workers to various agricultural areas. A large percentage of the seasonal students are students. As a reaction to monopoly domination in the agriculture of Canada, the cooperative movement developed. It began in 1915, and in 1942 there were already 418 local societies with 36,761 members united by a central federation.

In 1951, the Canadian population was 53.1% (5,286,000) of the total population over 14 years of age. The industrial development of the country causes fundamental changes in the employment of Canadians. If before the First World War the farmer and woodcutter were the central figures in the country's economy, now most of Canadians are engaged in industry, especially in manufacturing.

About 3 million Canadians were employed in productive labor, of which about 1 million in manufacturing, the rest in agriculture, transport, construction and mining. Most Canadian women are housewives. In 1951, about 24% (1164 thousand people) of all Canadian women over the age of 14 worked for hire. (In 1901 this percentage was 13.5.) It is characteristic that from year to year the number of working married women grows (in 1941, 1 out of 21 married women worked, and in 1951, 1 out of 9).

The bulk (754 thousand) of employed women work in service enterprises or are persons of free professions. There are many women in Canada, women worshipers and nuns (322 thousand people, men 244 thousand) 1. 257 thousand canadas were employed with productive labor. The most widely used female labor is used in the food, textile and clothing industries (174,000 people), fewer women are employed in transport (5,000 people) and in the construction industry (3,000 people), and almost completely lack female labor in mining and forestry industry.

Canada is a country of two nations: Anglo-Canadian and French-Canadian. Although the Anglokanad nation is dominant, however, Canada can be called an Anglo-Saxon country only with reservations. Anglokanadtsy (English, Scots, Irish and their descendants) were in 1951, only 47.9% of the total population of the country (6709 thousand people). The proportion of Anglo-Saxons in the population of Canada tends to decrease: in 1901, on average in the country, it was 57%, in 1941, – 49.68%, in 1951 – 47.9%. Second place is occupied by the French-Canadian nation, comprising 30.8% of the total population and 80% of the population of the province of Quebec (4,199,000 people). The rest of the population of Canada is made up of various national groups – immigrants from Europe and Asia and their descendants. One of the largest groups is the Canadian Slavs, whose number reaches 1 million people.

Most of the national groups are the second and third generation of emigrants from Europe and Asia. However, they retained their language, their cultural characteristics and religious organizations. As a rule, they are bilingual, although among the youth of the third generation there are many people who do not know the language of their fathers and grandfathers and speak only English.

The bulk of emigrants from Eastern Europe began to arrive in Canada from the end of the XIX century. The migration flow continued until the 30s of the XX century, when immigration was severely restricted due to the economic crisis. Especially great was the immigration in 1901-1915. During this period, more than 3 million immigrants arrived in Canada. During the decade of 1921-1931, 1262 thousand people immigrated. After the Second World War (until the end of 1953), 958 thousand immigrants arrived in Canada. Of these, 30% were from the British Isles, the rest from the countries of Central and Eastern Europe (including the so-called displaced persons). After 1952, immigration to Canada is gradually declining.

In view of these conditions, in Canada, along with the general tendencies in the development of the country, each province has its own peculiarities both in the economic and social life of the population.

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ESSENCE AND SIGNIFICANCE OF PENSION INSURANCE

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The ideology of the development of a three-level pension system, which envisages the introduction of an accumulation level and the development of non-state pension insurance, may well be a perfect basis for further pension reform implementation in Ukraine [1].

What is pension accumulation? This is not a bank – it's an investment fund. Therefore, he can not go after a maximum profit, risking our money. It should receive less but guaranteed profit during 20 years.

At present, Ukraine uses a solidarity system of pension support. German Chancellor Otto von Bismark is considered as the founder of this system, which is based on the responsibility of generations, i.e. on creating a situation when the younger generation cares about the elderly people providing "comfortable declining years". In the time of O. Bismark, there were 16 workers for one pensioner, who could really take care of their parents. Today, the demographic situation has changed considerably. Now in Ukraine, 10 employees account for 11 pensioners, and in a few years there will be 13-15 pensioners for 10 working people, which will not allow to ensure a comfortable retirement if a solidarity approach to retirement provision is retained. Therefore, the overwhelming majority of countries have transferred to a system of accumulations, in which, while working, every person accumulates necessary funds for himself/herself. This approach allows, on the one hand, to guarantee the accumulation funds for the old age as the most vulnerable period of our lives, and, on the other hand, to obtain for the state a powerful inflow of funds, which can be invested into the economy and development of the country.

The first steps in this direction have been made in Ukraine. Although it is impossible to transform the pension system in one day, yet the new pension legislation also guides us to accumulation. For about a half of the population and for young people almost entirely, the pension will depend on our personal savings. Thus, the second stage of the pension reform consists in deduction from 2% to 7% of the official salary to personalized pension accounts. The only complexity now is a huge deficit of the pension fund budget, which postpones the beginning of functioning of this level of pension reform.

The third stage of the reform is a voluntary accumulation of funds through non-state pension funds and insurance companies on universal life insurance. In relation to non-state pension funds, the legislation is still imperfect which does not allow to reliably accumulate the desired amount of fund with a profit, but the segment of "life" insurance companies is actively developing. It should be noted that namely in this segment of the financial market that our legislation is the

closest to the European standards. This includes a very tight control by the state over the activities of "life" insurance companies, an authorized capital, which consists of 10 million euros in ready cash since May 2013 and a minimum mandatory threshold of investment income at the level of a 4% minimum set by the Law of Ukraine "On Insurance" and many other things [2].

Some aspects of accumulative (retirement) life insurance are the following.

Firstly, accumulation of funds. The contracts are set up for a period of 5 years, which allows accumulating significant funds. Typically, in hryvnas, the average investment income is 15-20% per annum, in dollars and euros it is from 4% to 12% per annum. The interest rates are not much different from the bank.

Secondly, the insurance itself. Thus, accumulating funds, we also insure our health and life. In case the insured person dies, his/ her heritors will receive only the accumulated money from the bank deposit account in half a year. But if there is a "life insurance", the beneficiary, i.e. the person specified in the contract as being entitled to insurance payments, receives all the sum insured plus a percentage (not the amount submitted), and receives it in 2 weeks. It is also possible to get payment for such risks as disability due to an accident, hospitalization, etc. As we see, by insuring ourselves, we also protect our relatives from possible financial strikes.

Thirdly, the contracts are reinsured in serious international insurance companies, which increases their reliability. It is precisely that reinsurance is one of the most powerful factors of stability and requires special attention when concluding an agreement on long-term life insurance.

Fourthly, state control over the activities of insurance companies is assumed for life insurance; in particular, the way that they form reserves, how they use collected premiums (insurance payments), etc.

It is precisely all of the abovementioned facts that just give the right to assert with certainty that this is not a pyramid, but rather a reliable source of money saving while simultaneously protecting the life and the health.

With regard to the issue of choosing the insurance company and the contract, which is more interesting and attractive, attention should be paid to the following factors [3]:

- when the fund was founded;
- who established the fund;
- how the fund survived in the crises of 2008 and 2014;
- what is the net unit cost of the pension contribution.

It has been well said that nothing costs so cheap and is not valued so expensive as the insurance policy. There is still distrust in insurance companies and often this distrust is justified. Nevertheless, people simply have no other way, and they will definitely come to the right decision. The main thing is to make the choice before it is too late.

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CONCEPTUAL APPROACHES TO THE DEFINITIONS OF THE CONCEPTS “SECURITY” AND “FINANCIAL SECURITY”

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Researching the problem of the enterprise security including financial security began to appear in scientific literature not long ago. Generally, attention of the scientists is riveted on the issues of an enterprise security formation, development of an effective mechanism of its management as well as studying its theoretical and methodological bases.

A review on scientific sources concerning interpretation of the entity of the concept "security of the enterprise" showed that there is no a standard definition of the term "security" among domestic and foreign scientists. However, at the same time, there are no fundamental differences in approaches to interpretation of the category content. Among different interpretations of this concept are the following:

- security of the enterprise is a provision of the most effective use of the resources for prevention of threats and ensuring a stable functioning of the enterprise [1] in modern conditions and in the future;

- security of the enterprise is a security of his activities from a negative impact of an external environment as well as the ability to eliminate various threats in due time or to adapt to the existing conditions which do not affect negatively the enterprise activities [2];

- security of the enterprise is a set of actions directed to strengthening of financial stability of the enterprise in the conditions of market economy and protection of its commercial interests against a negative impact of market processes [9];

- security of the enterprise is the system of the enterprise characteristics, contributing to its independence, stability, ability to further development in the conditions of a destabilizing influence of various factors [3];

- security of the enterprise (economic entity) is a security of its scientific and technical, technological, production and personnel potential from direct (active) or indirect (passive) threats [4]. In our opinion, security should also include the condition of social and technical system of the enterprise, which allows to avoid external threats and resists the internal factors of disorganization using available resources, entrepreneurial abilities of the managers as well as structural organization and connections of management.

Thus, security of the enterprise provides sustainable development (i.e. balanced and continuous) that is reached by means of using all types of resources and enterprise opportunities which guarantee the most effective use for stable functioning and dynamic scientific, technical and social development, prevention of internal and external negative impacts (threats).

In the process of market mechanisms development in the economy and growth of private business, ensuring financial security of the enterprise has become a very important problem of the economic science and business practice [5].

In economic literature in general, financial security of the enterprise is understood as two interconnected mechanisms providing, firstly, stability of the financial system of the economic subject, which is reached on the basis of application of protective financial instruments and, secondly, an effective use of the financial resources available at the enterprise.

The most frequently when determining the category "financial security of the enterprise" some authors, for example I. V. Chibisova [6], tend to think that it is a functional component of the economic security of the enterprise aimed at achievement of such financial state at which the balance, quality of the financial instruments, technologies and services are reached. This state is also characterized by a resistance to external and internal threats, provision of the enterprise with a sufficient volume of finance for achievement of certain financial interests, set missions and the tasks as well as orientation on further effective and sustainable development.

At the same time such authors as I. A. Blank [7], L. S. Goryacheva [8], in the definition of the studied category identify it with the condition of financial stability, solvency, liquidity, security from certain real and potential threats of the internal and external environment. Yu. V. Lavrova [9] gives the definition of the "financial security of the enterprise" as a system of ensuring stability of important financial proportions of the enterprise development or its balanced state. S. M. Ilyashenko defines financial security as a component of the economic security. According to this author, a reduction of the liquidity, an increase of creditor and debit debts, a decrease of financial stability indicate weakening of the financial security [10].

Therefore, the abovementioned authors consider financial security as a financial state of the enterprise. This definition does not correspond to its content as this category characterizes, first of all, the ability of the economic subject to overcome a negative impact of possible threats of economic character.

Some researches contain a definition of financial security as an index of the effective and stable economic activity and also the efficiency of using resources and the capacity of the enterprise. This point of view is entertained, for example, by A. A. Yepifanov, A. L. Plastun, V. S. Dombrovsky [11], A. S. Zhuravko, E. K. Bondarenko [12], etc.

According to the definitions given by V. I. Muntiyanyan [13], A. B. Arefyeva and T. B. Kuzenko [14] financial security is a state of the most effective use of corporate resources of the enterprise, which is reflected in the best indices of profitability and payability, quality of management, etc.

According to Yu. B. Krakos and R. A. Razgon, the entity of the concept of financial security of the enterprise consists in ability of the enterprise to independently define and realize the financial strategy according to the corporate strategy and the conditions of the market environment [15].

A. V. Gukova and I. D. Anikina hold the same opinion [16]. The definition of the researched concept offered by A. N. Sorokina [17] is rather unusual. Thus, this author suggests to consider financial security of the enterprise as a specific type of the economic relations of the enterprise with external subjects to ensure an optimum financial state of the enterprise for implementation of its strategy. The state is characterized by the ability of the enterprise to resist external and internal threats.

Therefore, a variety of approaches to interpretation of the category "financial security of the enterprise" can be explained by its multidimensionality. In the opinion of the authors, the abovementioned category should be defined as a state of security of the financial interests of the enterprise while executing any financial relations against any threats of the internal and external environment, which contributes to its self-preservation and the development in the current and strategic perspectives.

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THE EFFECTS OF ECONOMIC GLOBALIZATION ON DEVELOPING COUNTRIES

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Globalization is a process of global economic, political and cultural integration. It has made the world become a small village; the borders have been broken down between countries. Globalization is playing an increasingly important role in the economies of developing countries. It has both positive and negative effects for those countries.

Positive effects:

1. Increased standard of living. Economic globalization gives the governments of developing nations access to foreign lending. When these funds are used on infrastructure including roads, health care, education, and social services, the standard of living in the country increases. If the money is used only selectively, however, not all citizens will participate in the benefits.

2. Access to new markets. Globalization leads to freer trade between countries. This is one of its largest benefits to developing nations. Homegrown industries see trade barriers fall and have access to a much wider international market. The growth this generates allows companies to develop new technologies and produce new products and services.

Negative effects:

1. Widening disparity in incomes. While an influx of foreign companies and foreign capital creates a reduction in overall unemployment and poverty, it can also increase the wage gap between those who are educated and those who are not.

Over the longer term, education levels will rise as the financial health of developing countries rise, but in the short term, some of the poor will become poorer. Not everyone will participate in an elevation of living standards.

2. Decreased employment. The influx of foreign companies into developing countries increases employment in many sectors, especially for skilled workers. However, improvements in technology come with the new businesses and technology spreads to domestic companies. Automation in the manufacturing and agricultural sectors lessens the need for unskilled labor and unemployment rises in those sectors. If there is no infrastructure to help the unemployed train for the globalized economy, social services in the country may become strained trying to care for the new underclass.

Globalization has impacted nearly every aspect of modern life and continues to be a growing force in the global economy. While there are a few drawbacks to globalization, most economists agree that it's a force that's both unstoppable and net beneficial to the world economy. There have always been periods of protectionism and nationalism in the past, but globalization continues to be the most widely accepted solution to ensuring consistent economic growth around the world.

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URBANIZATION AND ECONOMIC GROWTH

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The historical facts and statistics reveal that almost all of the developed countries have a higher level of GDP per capita and also a higher level of urbanization. Numerous studies have previously found that the level of urbanization is closely correlated with the level of GDP per capita [1]. Insufficient attention is paid to the dynamics of urbanization and the nature of growth, including the different ways in which cities can support growth and the varied forms or composition of that growth. The conditions necessary for this to occur are also neglected, along with the consequences of growth for poor communities and the depletion of natural resources. Public investment in infrastructure and the built environment can play a crucial role in shaping these patterns, and therefore in

influencing whether or not urbanization is functional for development. This will also influence the impact of urbanization on poverty and the environment.

Two key indicators are selected to measure development level: gross domestic product (GDP) per capita, and level of urbanization. Urbanization began during the Industrial Revolution, and refers to the increasing number of people that live in urban areas. Urbanization is not only about a simple increase in the number of urban residents, but also involves a series change from rural to urban styles in terms of industry structure, employment, living conditions, and social public services. Urbanization is often conflated with agglomeration, but they are not synonymous, especially if the fastest-growing areas are small cities and towns rather than major cities. China is widely held up as an example of how urbanization can fuel industrialization and transform living standards. Economic growth is the increase in the value of goods and services produced by a country or regional economy over time. China passed the historic milestone of 50 per cent of its population living in cities in 2011, up from only 20 per cent in 1980. The unprecedented speed of urbanization has reflected the strength of jobs growth in cities. Average household incomes in Chinese cities are now almost three times higher than in rural areas, largely because of higher productivity. The state's commitment to invest heavily in urban infrastructure has helped to limit the socially disruptive effects of this massive population movement. It differs from India and many other developing countries, where urban congestion, water shortages, squalid living conditions and public health problems are rife. In the early 2000s, China spent 12.6 per cent of GDP on infrastructure – more than twice that of India [2]. China's experience seems to bear out the broader argument that it is not urbanization per se that stimulates and sustains growth, but rather the form that urbanization takes and whether it provides an efficient enabling environment.

Indeed, the fact remains that some countries, such as China, have achieved rapid urbanization and dramatic economic growth at the same time, creating a global miracle. The explosive growth has stemmed partly from urbanization in terms of economic restructuring and economies of spatial agglomeration. However, there may be other and more immediate reasons that play a more important role in this evolution, such as reform and opening-up policies, institutional transition or educational development. Further, urbanization is a complex issue that must be assessed not only in terms of urbanization speed or effects of economic growth. In order to increase the quality of the urbanization process, the forward conditions and backward effects must also be explored.

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ECONOMIC FREEDOM

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Economic freedom is the fundamental right of every human to control his or her own labor and property. In an economically free society, individuals are free to work, produce, consume, and invest in any way they please. In economically free societies, governments allow labor, capital, and goods to move freely, and refrain from coercion or constraint of liberty beyond the extent necessary to protect and maintain liberty itself.

Economic freedom brings greater prosperity. The Index of Economic Freedom documents the positive relationship between economic freedom and a variety of positive social and economic goals. The ideals of economic freedom are strongly associated with healthier societies, cleaner environments, greater per capita wealth, human development, democracy, and poverty elimination. For further information, see especially:

We measure economic freedom based on 12 quantitative and qualitative factors, grouped into four broad categories, or pillars, of economic freedom:

1. Rule of Law (property rights, government integrity, judicial effectiveness)
2. Government Size (government spending, tax burden, fiscal health)
3. Regulatory Efficiency (business freedom, labor freedom, monetary freedom)
4. Open Markets (trade freedom, investment freedom, financial freedom)

Each of the twelve economic freedoms within these categories is graded on a scale of 0 to 100. A country's overall score is derived by averaging these twelve economic freedoms, with equal weight being given to each. More information on the grading and methodology can be found in the appendix.

The Index of Economic Freedom considers every component equally important in achieving the positive benefits of economic freedom. Each freedom is weighted equally in determining country scores. Countries considering economic reforms may find significant opportunities for improving economic performance in those factors in which they score the lowest. These factors may indicate significant binding constraints on economic growth and prosperity.

The Index of Economic Freedom is a helpful tool for a variety of audiences, including academics, policymakers, journalists, students, teachers, and those in business and finance. In The Heritage Foundation's guide, *Using the Index of Economic Freedom*, users can learn innovative ways use the Index in research, public policy, business, and advocacy. The Index is an excellent objective tool for analyzing 186 economies throughout the world and each country page is a resource for in-depth analysis of a country's political and economic developments. The 12 economic freedoms and accompanying historical data also provide a

comprehensive set of principles and facts for those who wish to understand the fundamentals of economic growth and prosperity.

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GLOBALIZATION IN ECONOMY

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The economy comprises millions of people and thousands of firms as well as the government and local authorities, all taking decisions about prices and wages, what to buy, sell, produce, export, import and many other matters. All these organizations and the decisions they take play a prominent part in shaping the business environment in which firms exist and operate. Owing to the growth of the international trade in goods and services, capital flows, and development of business relationship between companies, worldwide integration and interdependence is now a fact of life. This is globalization of economy. We can be reasonably confident that globalization will characterize the future, generally, because it has already existed.

Economists are tending to view globalization as a positive phenomenon in a long term. However, few of them would argue that its short run consequences, particularly for some economic groups, are likely to be extremely painful. Here I would like to underline that if this problem is ignored and little is done about it, the neglect won't be easy to dispute. Moreover, even if globalization's consequences include increased productivity, there is no guarantee that wealth and income will arise everywhere. The economy is complicated and difficult to control and predict, but it is certainly important to all businesses. You should be aware that there are times when businesses and individuals have plenty of funds to spend and there are times when they have to cut back on their spending. This can have enormous implications for business as a whole.

Nevertheless, for all of its many problems, globalization is worth pursuing as a way to raise the world's living standards. Firstly, the evident prospect is changes of the impact of time and distance factors. The international entrepreneurship, as it is known, is connected with overcoming long distances. Progressive high technologies enable to save considerable amount of time and costs on information transfer, goods transportation and people's movement. The achievements in the communication sphere, for example, satellites accelerate international interaction and intensify control over them.

Secondly, the fast information exchange regarding new products leads to growth of sales volume in foreign markets. Due to the technical innovations there

is an opportunity to build up production in different countries. It means that there will be new working places and unemployment will probably decrease.

Besides, I believe that as a result of the world market expansion, the quality of goods may increase, but the prices will go down.

In addition to the above said, the important prospect of economic globalization is the global change of competition. Elimination of trade barriers means that there will be a decrease in national manufacturing and dominance of transnational production. Thus, small national companies won't be able to survive whereas large ones will have an opportunity to develop globally.

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ECONOMIC SECURITY OF THE ENTERPRISE IN MODERN ECONOMIC CONDITIONS

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At present, the processes of integration and business globalization are becoming active. In this regard, the issue of ensuring economic security at the level of an individual country, at the level of individual regions and enterprises, is acutely raised. To date, the necessary condition for the effective operation of any enterprise is the development of new and improved existing mechanisms for increasing economic security.

Issues related to the economic security of enterprises in the modern period have been studied by such foreign and domestic scientists as V. Kaponenko, A. Bepalko, A. Vlaskov, V. Gusev, B. Kuzin, M. Meņdnikov, V. Bogomolov, M. Myasnikovich, S. Polonik, V. Puzikov, T. Ivanyuta, A. Zaichchkovsky, V. Yarochkin, S. Pokroplyevny, A. Ivanilov, N. Kurkin, A. Ariefev, T. Kuzenko, P. Orlov, V. Dukhov, D. Zerkalov and others. At the same time, the question of the establishment and effective functioning of the system of economic security at the enterprise, many approaches to the strategy and methods of its provision, requirements and properties, remain relevant and require further scientific research.

In the scientific literature on economic security there are a large number of definitions of economic security of enterprises. Each of the following definitions is an expression of the views of different authors. That is why it makes sense to investigate this issue from different points of view and from different sides for a more complete definition of this category.

The economic security of the enterprise is a complex category that characterizes the ability of the system created at the enterprise to withstand the destabilizing effect of external and internal factors in order to ensure the effective use of its resources, available market opportunities, as well as fulfill other statutory tasks in the current period and in the future [1].

The economic security of an enterprise is the state of the most efficient use of resources in order to eliminate threats and ensure the efficient and stable functioning of the enterprise in the current and prospective period [2].

In modern economic conditions, the enterprise is an open system that operates in a complex external environment characterized by instability and constant dynamics. This requires management to quickly solve current problems and adapt to new conditions. From this point of view, the economic security of an enterprise has a double character: on the one hand, it ensures the possibility of its own functioning, on the other hand it is an element of the economic security of a higher-level system and a subject ensuring the fulfillment of functions by a region, a state.

The economic security of an enterprise depends on the interaction of many factors. Some can be considered definite (number of employees, technical characteristics of fixed assets). Others undergo significant changes (fluctuations in prices, supply and demand levels, and investment activity).

Economic security of the enterprise is provided at the operational and strategic levels. At the operational level, the current tasks are solved, which are connected with optimization of the process of using available resources, on the strategic - the formation of guidelines for the enterprise in the future.

The proper level of economic security of the business is a key to the social and economic development of the state, especially in the context of accelerating the processes of Ukraine's integration into international economic organizations.

Consequently, economic security is a complex and multi-faceted concept, as evidenced by different approaches to defining this category. In today's economic conditions, economic security should be considered as a complex system, which depends on the interaction of many factors. In considering this category, it should not be confused with other concepts such as economic potential.

The timely detection and neutralization of various types of threats, which destabilize the company's activities, determining the ways of forming an effective system of economic security should become important tasks in the activities of each enterprise.

In the modern world, a detailed analysis of the conditions and factors of economic security allows the company to develop timely measures and systems of protection against dangers and threats. The more developed such systems, the less destructive forces that reduce the security parameters.

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THE SHARING ECONOMY IMPLEMENTATION AS A FACTOR OF SOCIOECONOMIC CHANGES IN UKRAINE

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The idea of the sharing economy (from the English word ‘to share’) or a Peer-to-Peer economy evolved at the end of the first decade of the 21st century and almost immediately gained worldwide popularity. In general, it can be defined as a socioeconomic system based on sharing access to resources. The sharing economy can be considered as an alternative model to the classical economy with respect to an individual and people cooperation.

It should be noted that the emergence of the sharing economy concept is connected with the reduction of expenditures on non-essential goods, which was caused by the global economic crisis in most countries and rapid development of technology.

The concept of a Peer-to-Peer economy is to combine a wide range of digital platforms and online platforms from successful profitable companies like Airbnb or other companies providing accommodation to small ventures dealing with collective repair works, providing tools, or financing joint projects.

The principles enhancing the development of the sharing economy are as follows: time and resources saving, economic benefit through income generation and rational consumption [1].

The success of the concept is achieved by the main driving forces such as the emergence of social networks enabling not only to develop its brand, but also to become a reliable platform to promote sharing companies all over the world, the global economic crisis and environmental problems [2].

After the global financial crisis of 2008, the society realised that it would be necessary to move from the hyper-consumption, which was an essential feature of the 20th century, to the collaborative consumption. The latter is aimed at the exchange between the economic agents, which helps to reduce the accumulation of unnecessary things, the amount of garbage, and, therefore, significantly reduce environmental pollution. In addition, people began to trust and help each other

more. It can be assumed that it is connected with the efficient operation of communication Internet platforms, which maintain each other efficiently.

Today, the most successful sharing platforms are BlaBlaCar (car rental), Airbnb (apartment rental), OLX (a thing rental, purchasing and sale), Bringwasmit (a service providing communication between travellers who are ready to bring necessary travel souvenirs and those who would like them to order), Happy Tree (New Year's fir tree rent) and others.

For example, Uber started its business as an elite service in San Francisco. Today, it is available in over 400 cities all over the world, and the company's aim is to become an alternative to urban public transport. Ukraine has become the 68th country where Uber has already come into operation. In essence, it is a smartphone application which is an intermediary between drivers who provide transportation services using their private cars and customers who use these services. Travels with Uber service are usually cheaper than by a traditional taxi, and payment is made directly from the customer's account. Uber charges 25% of a travel cost from a driver.

Therefore, sharing platforms demonstrate how the growth of people's trust to each other is transforming into the potential trust to the corresponding service and, therefore, to the financial capital. At the same time, more and more owners begin considering it as not only the possibility to possess a certain thing, but as the ability to use this possession effectively, which means the possibility to turn such a possession into actual revenue.

In addition to monetary rewards, involvement in the sharing economy allows a person to find a temporary job, to generate additional income, to obtain things which have not been affordable earlier, to increase social interaction, and to get a win-win deal. Collective action is based on trust, social capital, and the theory of collective efficiency.

Simultaneously, the development of a Pear-to-Pear economy has revealed its drawbacks and problems which were caused by a lack of normative clarity, insufficient regulation and lack of responsibility.

Therefore, today the new concept of economy, the sharing economy, is a factor not only economical but also social changes, as it involves changes in people interaction, where the trust, kindness and honesty are gaining paramount importance in contrast to the traditional economy principles of the, where every individual (an entrepreneur, a business owner) is looking for personal benefit.

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UK ECONOMY: RECESSION THREAT PERSISTS

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By mid-2013 the British economy was not able to completely overcome the consequences of the financial and economic crisis. In these circumstances, the government, while maintaining the policy of financial stabilization as a whole, increasingly resorts to stimulating economic growth. At the same time, there is a growing awareness that the solution of the problems facing the country is impossible without the modernization of the structure of the economy and its institutions, the introduction of innovations.

At present, the British economy is experiencing complex and ambiguous processes. The way out of the crisis, the deepest in the post-war period (in 2008–2009 GDP fell by 6.3%), was protracted.

Why is the British economy recovering so slowly? There are several reasons for this.

1. The special situation of the country in the world economy. British business is deeper integrated into international production than the leading states of the euro area and Japan. The decline in business activity in the global economy – and this is the period we are currently experiencing – immediately affects the state of the UK economy, causing its braking.

2. Economic susceptibility to credit crises in other countries and regions of the world, due to the outstanding role of the City of London in the world financial system. Credits of the British banks of Ireland, Spain, Italy and Greece in 2012 amounted to 250 billion pounds – 14.7% of the UK's GDP.

3. Features of the development model – the British version of the Anglo-Saxon model. First of all, the debt character of the economy is affected. Since 2001, the volume of loans issued in the UK has increased rapidly, especially through consumer lending. The fact is that consumption in the country exceeds production, household and state spending, as a rule, more income, investment – more savings. Imports exceed exports, for the UK, the balance of payments deficit is typical for current operations. According to the professor of Oxford University D. Helm, the country in the 2000s lived beyond its means. In 2012, savings accounted for 12.1% of GDP, investments – 14.7%, balance of payments deficit – 4.0%, budget deficit – 6.9%. To finance increased government spending, the government increased borrowing. The ratio of net public debt to GDP increased from 37% in 2007 to almost 70% in 2012. According to the forecasts of the Office of Budget Responsibility, this indicator will continue to grow until 2015. Gross debt, taking into account the debt of the population, exceeded 500% of GDP. It is largely financed by external borrowing.

The regulating role of the state in Great Britain is less than on the continent. Moreover, in recent decades, the further deregulation of the economy has become a

characteristic feature of British economic policy. This process has gone especially far in the sphere of finance. The stability of financial institutions that provide investment of savings has stagnated. Inadequate management of risks and financial flows led to a general crisis of confidence, which ultimately turned into a financial crisis, and then a curtailment of production.

The most important feature of the structure of the UK economy is that the spheres of circulation and services play a greater role in creating GDP and employment than in most European countries. In 2011, the share of these areas in the UK's GDP was 77.1%, while in the EU as a whole – 70.5%. It should also be noted that in recent years, the process of the financialization of the economy has been developing rapidly in the UK, i. e hypertrophic expansion of the financial and credit sphere. The securities market, more developed than on the European continent, created its own, artificial reality. More and more complex financial instruments have appeared, primarily derivatives – instruments of the financial market, whose price is determined by the price of the asset underlying them (futures, forwards, options, swaps, hybrid instruments and securities). There was a swelling and complication of the credit superstructure. The financial depth of the economy increased - in 2010 the value of financial assets relative to GDP exceeded 540%. The growth of trade operations of banks and expansion of lending led to "inflation" of the balance sheets of British banks. Financial operations were increasingly isolated from both commodity production and trade, developing autonomously according to their own rules.

The course on modernization of the economy

Recently, the economic policy of the UK has gradually shifted the emphasis – from anti-crisis measures to the solution of long-term strategic tasks of a modernization nature.

First, we are talking about the re-industrialization of the economy, of course, on a new technological basis. In this regard, the so-called British dilemma is widely discussed in the country, the essence of which is to change the balance in favor of the real sector.

The financial industry is more important for the UK than for other European countries: its share in the UK GDP is 8.5% compared to 5% in the euro area. By its size, it is second only to the United States and Japan. Another 3% of GDP is created in the sphere of business services, closely related to finance – audit, accounting, legal, consulting, etc. The financial sector ensures that a quarter of the corporate tax is paid to the budget. Infringement of the interests of this sector can cause significant damage to the economy and undermine Britain's position in the world.

The most important importance is attached to the promotion of innovative development. The priorities of scientific and technical development of the country are being developed. At present, they include new materials, medical technologies and health care, creative and digital economy, advanced energy, electronics and nanoelectronics, transportation, information and communication technologies, protection of communication infrastructure, biotechnology, intelligent management

systems, rational use of natural resources. 2011. the government has allocated more than £ 200 million to create a network of technology and innovation centers for the development of high-tech industries. is still focused on stimulating small businesses. The ambitious goal is set: to increase the export by half to 1 trillion pounds by 2020. To solve this problem, it is proposed to expand financial opportunities and intensify the activities of the Export Credit Guarantee Department. Assistance is provided for the entry of small and medium-sized firms into the foreign market. A more favorable economic climate for foreign direct investment is being created. Considerable attention is paid to attracting funds from sovereign funds of developing countries, in particular, China.

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BUSINESS COMPETITIVENESS

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Securing national business competitive power is the problem which both business representatives and government authorities are in search of the solution to. First and foremost companies tend to consolidate their positions and secure competitive edges of their products and their concrete enterprise. However in case of potential or real threat to their competitive ability concerns the interests of the whole branch, the companies often pass to industry-wide level and work out corporate actions in order to consolidate the positions of the whole economy sector. Speaking of a national competitive ability of a state, first and foremost, means competitive ability of national economy in whole, understanding that for that end there is a need for competitive branches, enterprises and products.

The term "competitive ability" during the last 20 years became rather actual because a great number of new states entered the circle of the world economy so economical competition among countries has strengthened. Revelation of national markets, lowering of trade barriers, globalization and internationalization processes

as a whole led to that sort of aggravation of competition, so in actual fact none of a company in the world can be sure in its tomorrow.

The actuality and complexity of the problem can be confirmed by the fact that the questions of competitive ability are considered by economists of different specializations and are set out in various economic disciplines.

Thus, competitive goods is mainly marketing field of research, which educate essential consumer qualities and terms of goods proposal in the market with a view to ensuring great demand for it.

The leading researchers in this field consider market share and profitability as the basic criteria. The positive dynamics of these rates in the longer term mean that the product of a company finds a market, i.e. it is competitive, that the branch wherein the firm is functioning is consolidating on domestic or foreign markets, that it contributes to national economy by way of work positions, taxes, levies and other payments.

The most complete system of sources of competitive advantage of a company was suggested by an English scientist in the field of strategic management R. Grant. One of the approaches he proposed lies in separation of inner and external sources.

The strategy generation on changes of external environment first of all requires of external factors classification exercise. Here we can start from the immediate business environment: competitors, consumers, suppliers.

Changes in consumer behavior can be connected with descent of shopping ability, with appearance of more cheap and/or qualitative substitutes, competitor's new advertising campaign etc. Each concrete situation needs its own approach. For example, the Dutch company Schick found an effective marketing decision when capturing the Japanese market, a manufacturer of shaving blades, at struggle with the world leader Gillette. The Dutch made accent on adaptation and took up 62%. They changed their name involved a Japanese actor.

Competitors' actions can be unrespectable. By all means business external environment is the most important base for searching for competitive advantages. Yet, regardless of all the possibilities of a firm concerning analysis and taking up timely measures while changing the external environment, in some instances all these efforts will be just ineffective.

First of all it concerns the situation when substitute goods and services appear. Now we can see Nokia loses its position and iPad Apple comes to the front. It is not a surprise for everybody that during the last two years Apple in particular became the most expensive brand, though just three years ago, in 2009, Apple was in the second ten and Nokia took the 5th place.

The most important modern characteristics of quality of the inner environment of a company – is availability of knowledge. Knowledge, created all alone or obtained by a firm, which allow to predict changes, create innovations and take correct strategic decisions give the very same competitive advantage a firm is holding out for.

At the present time the most effective tools of business reaction to the dynamics of external environment factors or its forced change are cooperation of firms and merge. These two strategies of external growth are widely used in business and give a range of advantages necessary for consolidation and leadership on the market. In recent times factors of internal environment of a company play the decisive role among external and internal sources of competitive ability. Quality and diversity of recourses and business processes, a company's ability to create knowledge and innovations determine the quickness and effectiveness of reaction as for changes in external environment. Strategic leadership, as a new organization management style in the 21st century wherein management direct all human recourses of a company to creation of knowledge and innovations, has the most important meaning in management of internal environment. And it results in business cost increase, market share and level of profitability as the basic indexes of a company's competitive ability.

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IV. LATEST ACHIEVEMENTS IN ENGINEERING, ECOLOGY AND ARCHITECTURE

IMPLEMENTATION OF THE EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ESTONIA

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Estonia was among the states that signed the Rio documents in 1992. Progress in achieving a sustainable development path is a long-term objective of overriding importance for the Estonian Republic.

Policy and policy documents regarding ESD

According to the Agenda 21 we have started to review our national policies from the perspective of sustainable development and integrated sustainable development within national strategies and plans. The official documents stating the goals for environmental concern and sustainable development are:

The Law on Sustainable Development (1995) This Act sets out regulations on sustainable use of natural resources. The purpose of sustainable use of natural environment and natural resources is to guarantee an environment meeting human needs and necessary resources for economic development without causing any significant damage to the environment and maintaining natural diversity.

The National Environmental Strategy (NES) by adopted The Estonian Parliament in March 1997. There are set out ten priority goals for environmental policy. The first goal is The Stimulation of Environmental Awareness and environmentally friendly consumption patterns. Now was started to renew of The Estonian Environmental Strategy.

A second version of **The National Environmental Action Plan (NEAP)** approved in May 2001 and prepared to elaborate in details the actions necessary for implementation the policy goals of NES. In this version environmental educational actions have been changed to sustainable development actions.

In June, 2003 Tallinn Pedagogical University was finished the compiling a development strategy **"Sustainable Estonia 21" (SE 21)**. The SE 21 is a strategy for state and all society. The SE 21 takes into consideration our traditional values, idea of a sustainable development and sets priority goals for policy and identifies long-term objectives/targets to be achieved by 2030 respectively. The strategy was presented to the government in June 2003.

We have started to extent the ESD position in our educational system.

The official documents stating the education for sustainable development goals are:

An Agenda 21 for Education in the Baltic Sea Region – Baltic 21E for the Education sector in the Baltic Sea Region with an action plan for implementing was adopted by the representative of Estonian Minister of Education the 24 January 2002.

The Estonian Parliament adopted in December of 2001 **"Estonian Strategy Research and Development "Knowledge based Estonia" 2002-2006"**. One of main the goal is in Strategy Research and Development is the SD.

The sustainable development is presented in **The Estonian National Curriculum for Basic Schools and Gymnasiums** (adopted by Government in 2002) as a common topic to all subjects to our basic and secondary education. It means that SD issues have be taught in biology, geography, chemistry and physics lessons as well as in mathematics, history, local studies, music and other subjects..

We have different implementation actions at school level:

"Schools for Sustainability in the Baltic States" In July 2003 was finished project "Schools for Sustainability in the Baltic States". International 2-year co-operative project started in 2001 and was locally co-ordinated by REC country offices in Latvia, Lithuania and Estonia. This was family oriented project to promote the ideas of sustainable development among the youths. At the end of program an Estonian- Russian booklet of success stories from all three countries was published.

In spring 2001 was initiated an environmental education **project Windmill** ("Tuulik" in Estonian) by the Ministry of Foreign Affairs of the Netherlands (the Social Transition Program of Central and Eastern Europe MATRA)), the Ministry of the Environment and by the Ministry of Education of the Estonian Republic. The project support Estonian schools in developing school curriculum on the point of ESD and integrating ESD issues into the schoolwork plan."

In spring 2003 was initiated the sub- project **Windmill for Kindergartens** with co-operation Ministry of Environment and Tallinn Department of Education.

The Baltic Sea Project. The Baltic Sea Project (BSP) is an extensive environmental project, which is offering the activities for students and teachers of the region. Sustainable development is one of the themes of the BSP.

"Naturewatch Baltic" in Estonia. The main aim of the project is to raise the awareness of young generation in environmental issues so that they could make right decisions towards sustainable development.

International Environmental Program GLOBE. Target group: school students, about 70 teachers and 800 students are involved each year in Estonia.

Green flag and Blue flag projects

Materials for schools: We have started with schools, nature houses and Ministry of Education projects to develop teaching and methodological materials concerning ESD for schools and develop an Internet based portal with information on existing material

In the framework of project **"Windmill"** (in spring 2002) was published a teachers' book for lessons plans on the topic of environment and sustainable development **"TUULIKU TUNNID"** ([estonian](#), [russian](#) versions) and the

[Environmental Diary](http://www.emieco.ee/cms/eesti/trykised) for the 3rd-4th grade (in Estonian, Russian and English). By the end of the second year (in spring 2003) was published a methodical material for schools - Lessons plans on the topic of environment and sustainable development for [social studies teachers](http://www.emieco.ee/cms/eesti/trykised). Project's teaching-learning materials may found on the page: <http://www.emieco.ee/cms/eesti/trykised>

High Education

Tallinn Pedagogical University and Tartu University have acted as a promoter of new educational ideas and as a centre for teacher training in Estonia.

The second international conference of JTET (Journal of Teacher Education and Training) and UNESCO network “**Sustainable Development, Culture and Education**” would be organized by Tallinn Pedagogical University next year in Estonia (14. – 16. April 2004 in Tallinn).

Competence development

The need for training in ESD is extensive for officials, headmasters and teachers.

We have started to compile **The National Teachers' Pre-service and In-service Development Plan** from the point of ESD. This plan was presented to the Minister of Education in December 2003.

National Examination and Qualification Centre has already done the suggestions to universities to reorient teacher's pre-training and to develop the ESD and integrative teaching courses for students in main state universities.

Translation and distribution of Baltic 21E

An Agenda 21 for Education in the Baltic Sea Region – Baltic 21E program has been translated into Estonian. It is available to the Internet on the [Ministry of Education and Research web-page](http://www.minedu.ee).

Estonian Ministry of Education have nominated national ESD co-ordinators (one representative in formal education, one representative in high education and one representative in non-formal education field of the three working groups) to be the responsible co-ordinator in each field of education in Estonia, as well as for activities in collaboration with other countries in the Baltic Sea Region.

THE TASKS OF ESTIMATING THE WEAR AND COST OF BUILDING IN RECONSTRUCTION

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Reconstruction of buildings and structures plays an important role in the construction projects. To preserve the original appearance of historic buildings is a fundamental goal. The need for reconstruction projects is due to a number of reasons, such as the economic requirements for the modernization of buildings,

completion of suspended construction, including the undertaken conservation measures; moral and physical deterioration of technological equipment and the construction parts of the objects. Physical deterioration can occur in emergency conditions or accidents of building structures and their systems.

The main characteristic of the new quality of planning is a transition to the project management based on the partnership relations of the city government with various business entities located on their territory as well as involving the population in these processes. In the reconstruction projects, an important step is to determine the content of the project. Thus, in this stage it is necessary to determine the list of activities that are closely related to the object of reconstruction and are determined by its current state.

Assessing of depreciation is necessary in order to take into account the differences in the characteristics of the new facility and the real estate being valued. Besides, it is necessary to determine the required project design parameters and the adjusted data for comparable peers.

The characteristics of depreciation of buildings are used in assessing the market value of the real estate. The most effective is the method of comparative sales, which uses the knowledge base, formed in terms of the real estate market analysis, sales dynamics and prices.

To improve the efficiency of the process of assessing buildings and structures, they should be classified using the cluster analysis method. When estimating a real estate with the help of the cluster analysis, individual data on prices are grouped into clusters by some characteristics common for all of them. In each group, the average cost is calculated, which is then used to construct a mass valuation model. Ultimately, the pricing patterns inherent in the market are identified [1].

Using the abovementioned method, a Decision Support System (DSS) has been developed to manage projects for reconstruction of buildings. The collection and systematization of information on the real state of the housing stock is provided by automating the on-site inspection of buildings. The analytical module evaluates the physical and moral depreciation of the structures (using the model bank) and calculates the remaining period of the reliable operation of buildings. In addition, it offers a rational structure for technical preparation, repair and construction operations based on information accumulated in the knowledge base.

In DSS, the following options are realized: the choice of the building, the preliminary determination of the physical wear of the structures, determination of the physical wear of the building, determination of the remaining service life and the predicted wear, the cost of reconstruction.

Thus, the system allows to:

- collect and analyze information on the real state of multi-apartment buildings (urban or regional housing stock),
- compare residual resources for reliable operation of buildings,
- forecast changes in the state of the housing stock by years,

- formulate recommendations for reconstruction or optimization of the project's performance parameters, taking into account the state and multisided requirements of the real situation.

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MODERN TRANSPORT OF UKRAINE

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The developed transport system and infrastructure are a guarantee of the high level of the country's development. Transport affects all kinds of social activities: economy, political life, social life, cultural life and defense. Today, the global trends necessitate constant perfection of management of transport infrastructure, in particular, investment attraction.

The growing scale of cargo and passenger transportation, increasing the distance of transportation, the construction of highways in remote and hard-to-reach areas with severe climates, the need to organize transport services for large cities and industrial facilities, speeding up, reliability of communications, improving comfort and reducing the cost of transportation – all these issues require development of new non-traditional vehicles. Many of them exist in the form of projects, some of which have already been implemented.

Ukraine belongs to a few countries of the world with a full cycle (macro technology) of aviation technology and occupies a leading position on the world market in the transport and regional passenger aircraft sector. According to the level of development of aircraft industry, Ukraine belongs to the most developed countries.

In Ukraine there is only one institution with a full cycle of aircraft manufacturing. This is *Antonov factory*. Only during the years of Ukraine's independence about a dozen passenger aircrafts were produced in the plant. Among them are Tu-334, An-148 and An-158. Moreover, in 2011, the plant began serial production of An-158 [1].

According to some experts, Motor Sich is one of the leading companies in the world engaged in the development, production, repair and maintenance of aeronautical gas turbine engines for aircraft and helicopters, as well as industrial gas turbine installations. The company's name comes from the word "Sich", that is Zaporizhian Sich [2].

At present, Ukraine has an achievement in the sphere of car building. An example is the "Kryukov Railway Car Building Works" – a machine-building enterprise in the city of Kremenchug, which is engaged in the production of vehicles, including rolling stock. The enterprise is widely known both in Ukraine and abroad. In recent years, the plant has created a line of passenger cars of all types: spaceplates, coupes, JVs, cars with places for the transportation of people with disabilities, restaurants, luggage wagons, international carriages of size RIC, several models of cars and open trains for high-speed interregional transport "Intercity" and "Intercity +" classes [3].

Ukraine is also proud of The South Machine-Building Plant. It manufactures products for the defense industry, aircraft transport, agricultural engineering, and thermal power plants. The plant is also engaged in the production, testing and operation of spacecraft launch vehicles. In cooperation with the world's leading space companies, such as NASA, the South-Machine entered a new, higher level. In recent years, together with the CBO, a full-fledged first stage has been created for the "US Taurus-2" space transportation system to deliver cargo to the international space station [4].

From these facts, one may conclude that Ukraine has the necessary starting conditions for the formation of a modern system of transport communications, which would meet European standards. Favorable factors are the sufficient resource base and the level of development of technology, availability of skilled labor potential and advanced scientific and technical developments, favorable natural and climatic and geographical characteristics of the territory, availability of competitive scientific and technical projects that have undergone an appropriate examination and are ready for implementation; the interest of foreign investors in the placement of capital in Ukraine, a steady tendency towards Ukraine's recognition of the world community as a European state, with which it is desirable to have stable business relations on a broad and long-term basis; the existence of an approved concept for the creation and operation of a national ITC network in Ukraine.

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REVISITING THE ISSUE OF RELEVANCE OF THE SPORTS SPACES DESIGN FOR THE LESS MOBILE GROUPS OF THE POPULATION

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Today, the issue of social adaptation for the less mobile groups of the population (LMGP) is being updated in the world. The category of LMGP includes pregnant women, parents with wheelchairs, elderly people, and people with disabilities. According to the World Health Organization, more than one billion people have some form of disability, which accounts for 15 % of world's population. Therefore, we will consider in more detail the socialization of the people with disabilities, because everyone of us can be included into this group at least once during our lifetime, for example, after trauma, or during pregnancy, or when we become young parents or elderly retired people.

Not many of us are familiar with the “prose of life” of the people with disabilities. These people seem not to exist for us, healthy people, until we get any disability for at least a short time. In this case, to go down the stairs, visit a the store or use the city transport becomes for us a whole event or insoluble problem. Today, when Ukraine has adopted European values and standards of development, society is gradually solving the problems associated with the socialization of people with disabilities, using a comprehensive approach and involving various groups of specialists: architects, doctors, sociologists and others.

Creation of sports spaces for a wide range of users in the urban infrastructure is especially relevant today. Solution of these issues is entrusted on architects and urban planners, who directly deal with creation, reconstruction, renovation and optimization of both urban space in general and individual architectural elements in particular. It is well known that physical culture and sport contribute to the mental and physical health of people, give joy of communication and are a means of social rehabilitation and adaptation of people, especially those suffering from ailment.

Today in Ukraine there are about 52 thousand athletes with disabilities, about 5 thousand of them get training and live in Kharkov region. As it is known, Ukrainian Paralympic athletes show worthy results and set new records, proving their right to be athletes and showing examples of courage and goal-orientation for young generations around the world (participants of the Paralympic Games 2016 and 2018). Modern society is developing, new opportunities for applying knowledge and skills, realizing the talents and abilities appear for all groups of the population, and therefore, representatives of the group of people with disabilities (LMGP) need to be integrated into the everyday life of the society more than ever before.

Sports spaces, as a part of the overall urban space, should meet the requirements of a wide range of users, including the LMGP. Social rehabilitation

of the people with disabilities is directly connected with the moral recovery of the society. An active position of state authorities on this issue confirms the urgency of the problem of sports spaces formation. In Ukraine, the “Invasport” system functions which areas of priority are implementation of the measures of developing sports for people with disabilities and their physical and sports rehabilitation. A particular characteristic of this system is the connection of sports schools and the corresponding infrastructure in each region of Ukraine. Today, a number of activities are being carried out, including financial ones, for the development of Paralympic sports embracing complex transformations of sports spaces in residential and public areas of cities. Thus, the development of the architectural solutions of sports spaces for LMGP should be carried out on the basis of architectural, town planning and sociological principles.

PROBLEMS AND SOLUTIONS TO MARITIME TRANSPORT IN UKRAINE

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Transport has always played an important role in people's life. Modern transportation system is rather well developed thanks to rapid scientific and technological progress. However, a couple of centuries ago, there were only carts carried by horses and old-fashioned boats. Perhaps, the oldest type of transport is the water one. [1]

Ukraine is naval power. Her navy provides 8% turnover of goods of country. In the structure of general turnover of goods a modern marine transport occupies the third place after pipeline and railway. [2]

Especially important is the sea transport for CIS communications with countries far abroad. Currently, marine transport provides communication with 145 countries of the world.

Abroad marine ports name sometimes on the American manner of "Terminal", that for word is translated word for word as an eventual device

Water transport of Ukraine is poorly developed and is used mainly for the transport of goods. The famous sea transport of Ukraine - the Black Sea Shipping Company, today practically ceased to exist. [3]

Ukraine has lost its merchant marine and largely river fleet and today we do not have a balanced structure for the functioning of the maritime industry, which should ensure the export-import potential of the state economy

The Ukrainian shipbuilding and merchant fleet have been in a crisis for a long time, there is no implementation of measures to support the industry on the part of the state. There are not many ships under the flag of Ukraine.

For development of fleet a legislative norm must one of stimuli become on simplification of rules of registration of courts under the Ukrainian flag. Only thus, Ukraine as naval power, able to have and develop the fleet, increase receivableness in budgets and save many marine professions. [4]

In connection with the loss of the Crimea, Ukraine lost five seaports.

Also, we should not discount the high level of competition in the Black Sea region. At the same time, the most developed seaport of Ukraine – Odessa, is inferior to the ports of Novorossiysk and Constanta in the depth of the water area, the length of the quay line and the availability of free zones. A similar situation exists in the ports of Yuzhny, Ilyichevsk, Nikolaev and other Ukrainian ports with even lower indicators of competitiveness.[5]

One of the most painful problems on water transport in Ukraine is the need to update the fleet. The age of the main mass of operated vessels exceeds 20 years.

Solutions

1. Restoration of the national fleet.
2. The development of port facilities.
3. Development of inland waterways.

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GRAPHIC REPRESENTATION OF ARCHITECTURAL ENVIRONMENT IN THE CREATIVE PROCESS OF ARCHITECTURAL DESIGN

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Drawing classes in architectural schools has a great importance for the architects' future work. This is especially important in the era of computerization, when a machine took the most important function of the author, i.e. creating an image of his/her creative search. The architecture formation in the real environment, based on the process of environment cognition is the architects' main goal. Drawing is the most complex sphere of human intellectual activity, because it presumes a deep analytical and synthesizing work.

Sketch-search is a necessary part of the artistic and compositional training of architects, which develops creative abilities of the students. A sketch assumes the

nature analysis, a search of the uniqueness and beauty of the environment; it is a kind of the work theses, the beginning for the further actions. Passive, mechanical copying of nature creates only a languid, uninteresting image. Energy and beauty, depth and interest of the drawing depend on the ability to see the nature, to comprehend the image of the nature.

Understanding of the city as a system with different levels of interconnected elements has a great importance in the process of studying the urban environment. To perceive this system, it is necessary to study not only its architectural and landscape elements, but also the space-compositional links, which were formed between them. The principle of visual examination of the object from all sides and distances is laid in the basis of this technique. Architecture can be understood in time and movement – this axiom is the most important for studying any architectural and spatial environment. Numerous sketches of the city, its significant elements, buildings, streets, etc. allow students to present the researched environment as an organic whole.

The task of the drawings in the process of studying the composition of the architectural and spatial environment of the city is to realize the integrity of the environment on the sensually-emotional level, the harmonious unification of landscape and architectural components that consistently disclose to a person moving with a specific purpose.

Making a number of sketches along the way of movement can record several different routes. During drawing, the objects of the first and the long-range plans are emphasized; the character of the perspectives is compared when approaching the object. All drawings can be accompanied by a series of quick sketches giving the details of the surrounding environment. Consideration of the psychological necessity of human orientation in space is an important and characteristic feature of the architectural and spatial environment organization. At the same time, a characteristic feature of each drawing is a constant change of impressions and unforeseen visual sensations.

For the architects, observation is directly connected with the drawing. It is the drawing that conveys what the architect has seen and, which is most important, has lived through. Therefore, [emotional stress](#) is the path to artistic perception, in other words to the perception of the architecture.

[Consequently](#), for the architects' preparation, it is necessary to teach students how to draw a city and a person in the city. Drawing should be present in most professional disciplines. In the drawings, the student looks for the specificity of the urban fragment, its character, its stability and variability, its "genius of a place". Drawing is an opportunity to express your love for architecture, for environment, for the person for whom this architecture was created. Of course, the student has a camera, but as long as there is a drawing, the architect is able to see the environment and create his/her artificial world for the man.

THE ADVANTAGES AND PROFITABILITY OF PUBLIC TRANSPORT ADVERTISING

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Advertising has become an inseparable part of our life. Speaking about transport, it is reasonable to think about not only profit from transportation, but from advertising as well. Currently, advertising is a common thing on all types of passenger transport: trolley buses, trams, buses, corporate transport or public minibuses.

The constituent elements of advertising were investigated by J. Bernett, F. Kotler, S. Moriarti, Century Wells [1]. These aspects were discussed by native researches as well: O. S. Bratko [2], T. I. Lukjanets [3], E. V. Romat. The problem is still of value to consider, and according to researches of Capital Communications Group, USA, efficiency of the dynamic advertising five times exceeds the static one.

The most distinguished features of transport advertising are as follows:

the possibility to multiple use of transport advertising

the opportunity to inform larger amount of customers, as any transport vehicle is in constant daily operation.

In Ukraine, transport advertising was firstly used on trolleybuses. The trolleybuses with advertisements on their body appeared in the streets in 1992 and then quickly spread to other public transport vehicles.

It should be noted that in comparison with TV or radio advertising, it is not irritating. At the same time, it provides high passengers' concentration and available for a wider target audience. Also, undoubtedly, advertising on transport is one of the most economical forms for advertisers.

The daily flow of passengers is really substantial. Besides, it is necessary to mention that people use public transport at least twice a day: when they are travelling to work and when they are returning back home. Thus, potential consumers are on board of a transport vehicle for quite a long time. Passengers always try to look at something while they are travelling, and it is more pleasant to look at something colourful and interesting,

CBS Outdoor, one of the world leading outdoor advertising operators, published the results of the survey they conducted. The results are overwhelming. 86% of the people interviewed (London – 91%, regions– 83%) remembered the advertisements they had seen on buses in detail. It is even more interesting that they recollected in their memory not only the content, but their format as well, and even how they were moving when they saw the advertisement.

The majority of passengers (61%) were encouraged to do something

(20% bought a product, 21% started looking for further information about the product advertised, 25% of them told their friends, acquaintances and relatives

about the product, 27 % were made to think about the brand and 14 % started thinking about purchasing the product) [4].

As to the cost of an advertisement placement, only in Kharkiv it accounts for 18,000 hrn for half a year. [5].

An advertisement placement in metro trains is carried out simultaneously in all 315 subway cars. The scheme provides the possibility to cover the whole city. In spite of the fact that one package costs more than 10,000 hrn, with respect to the number of passengers who see it, it is considered to be one of the cheapest forms of advertising.

Therefore, transport advertising is one of the few types of advertising which possesses the properties of mass communication and is one of the most effective advertising means with respect to cost and efficiency. It is affordable to advertisers with different budgets – from well-known brands to local small companies. It is definitely a product with a very high degree of influence on potential customers.

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EFFECT OF THERMAL MASS ON BUILDING ENERGY PERFORMANCE

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Buildings consume more than 30% of the primary energy worldwide. In many of these buildings, the energy consumption can be significantly reduced by adopting energy efficiency strategies. One of the modern sustainable and energy-efficient strategies is active use of thermal mass in building design.

Thermal mass is a term in building design that means the ability of a material to absorb and store heat energy. In the buildings with high thermal mass the indoor temperature change is slow. As a result, in summer time maximum inside temperature is reached only during the late hours when the outside air temperature is already low. The heat that flows from the heavy walls inside can be removed with good ventilation in the evening and night. The capability to store energy also helps in winter, since energy can be stored in walls from one sunny winter day to the next cloudy one. Thus, appropriate use of thermal mass in a

building can reduce peak heating or cooling load, and subsequently building energy consumption and carbon footprint.

A bulk of research was dedicated to the relationship between thermal mass and energy performance of building envelope. The influence of various thermal insulation [1, 2] and phase change material [3], air tightness and infiltration of building envelope [4] play a crucial role in the energy consumption of a building.

Energy-saving effect thermal mass can be intensified by coupling with natural and night ventilation [5]. However, in a hot humid climate it is not recommended to use thermal mass with night ventilation as a passive cooling

The effect of thermal mass on life cycle cost and CO₂ emissions is highly dependent on climate conditions of the construction. In average, the lowest lifecycle CO₂ were found for the heaviest weight of building construction [6].

Existing studies of thermal mass were mostly based on the laboratory monitoring, field experiments and theoretical simplified models. The multifactorial optimisation calculations as a part of a holistic energy efficient building design approach can reduce the size of mechanical systems compensating the additional cost of energy efficiency features.

Thus, building energy modelling and optimization are getting more relevant nowadays, since energy efficiency approaches sometimes might not require additional capital investment. Application of thermal mass as an energy saving method is more effective in places where the outside ambient air temperature differences between the days and nights.

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MARSHALLING YARD

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Modern railway is a huge and complex system. Railway traffic operation must ensure a safe and efficient handling of trains at all stages including stations, freight terminals, marshalling yards, signal and control centres, etc.

The operation business also includes management of marshalling (classification) yard work. In classification yards loaded freight cars from all the country are sorted according to their final destination, and then joined to others to form a new train. Modern yards use computers and Automatic Car Identification system (ACI) to speed the process of car classification. Electronic scanners read colour-coded identification labels on incoming cars and relay the information to yard computers that assign the cars to the proper track. Scanners do it three times faster than any car dispatcher. When a freight car enters a yard, it is shunted on to a lead track; from there, it is sent through a series of switches to its classification track. Larger yards have the lead track situated on a small hill, or “hump,” where the force of gravity can send the car through the proper switches; pneumatic or hydraulic retarders manage the car’s speed safely as it is routed and staged onto the proper classification track. Yard work gets tricky when dealing with full cars, empty cars, heavy or light freight, or the occasional mismarked or unmarked rail car. It’s the yardmaster’s job to make sure that the staging of cars and building of outgoing trains goes properly; not surprisingly, modern yards use technological tools to get real-time information to the yardmaster. Axle-counting sensors are spaced around the yard; the network of sensors can track the movement and disposition of every car in the yard and calculate the remaining capacity on each track. When tied in with information from the yard’s car-management database, this information can be used to compile reports of the actual consist of every train. Sensors can even be used to calculate the right hump speed for each car, cutting down on misroutes and enhancing safety.

A rail yard is managed by the yardmaster who has the responsibility in overseeing the direction of rail cars within the yard and assisting with the re-blocking of trains. Yardmasters coordinate the activities of workers engaged in railroad yard operations. These activities, which are also performed by conductors, include making up or breaking up trains and switching inbound or outbound traffic to a specific section of the line. Some cars are sent to unload their cargo on special tracks, while others are moved to different tracks to await assembly into new trains, based on their destinations. Yardmasters tell yard engineers or other personnel where to move the cars to fit the planned train configuration. Switches operated remotely by computers, divert trains or railcars to the proper track for coupling and uncoupling.

At the goods yards individual wagons are combined into trains at the commencement of the journey, resorted at intermediate yards where, if necessary, they are recombined into fresh trains and finally they are dispersed at the end of the journey. The first requisite, for a goods station in a large industrial centre is a group of sidings for the reception and dispatch of the freight trains. On these sidings all the incoming wagons are received, and thence they are taken, as required, to a section of the great goods shed where they will be unloaded. Later in the day wagons loaded with goods to be forwarded will be worked from the shed to the sidings. Thus the work performed at goods stations has two main phases - shed operation and yard operations. At the goods shed goods are transferred from road vehicles to rail wagons and vice versa. Here, therefore, the aim is to get rid as soon as possible of everything that comes into the shed, for it is meant to be a transit shed, not a warehouse. In order that large quantities of goods may pass without difficulty through the goods stations everything is done to make the flow of traffic continuous.

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A TECHNOLOGICALLY PROMISING SOLUTION TO THE PROBLEM OF MOBILITY IN A GLOBALIZED WORLD

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After the industrial revolution, life has become much more meaningful and faster. For the last hundred years people need a faster and more technically advanced vehicle, sometimes even safety is inferior to speed and ergonomic problems are taking to the back burner.

And the approximate one hundred years ago was proposed, but the concept was not realized: A vactrain (or vacuum tube train) is a proposed design for very-high-speed rail transportation. It is a maglev (magnetic levitation) line using partly evacuated tubes or tunnels. Reduced air resistance could permit vactrains to travel at very high speeds with relatively little power—up to 6,400–8,000 km/h (4,000–5,000 mph). This is 5–6 times the speed of sound in Earth's atmosphere at sea level. Vactrains might use gravity to assist their acceleration. If these trains achieve the predicted speeds, they could surpass aircraft as the world's fastest mode of

public transportation. However, without major advances in tunneling and other technology, vactrains would be prohibitively expensive.

Benefits: Due to the lack of air resistance and friction, very high speeds can be achieved, higher than for any other ground mode of transport. Absence of wear of pipes and wagons due to lack of contact with them. Potentially low cost of travel. Fully automatic routing. It can be combined with a gravity train.

Disadvantages: High cost of infrastructure. Interference from a strong magnetic field on sensitive devices, such as pacemakers and magnetic disks. Deadly danger to the passenger during depressurization.

Now this concept is developing, but the most successful and potentially realizable is the so-called Hyperloop: At once three companies-competitors are engaged in this technology, published in 2013 by Elon Musk. This is Hyperloop Transportation Technologies Inc., Virgin Hyperloop One and the company of the author of technology - SpaceX.

Whether Hyperloop will become a commercial project is unclear. Apparently, the creation of Hyperloop is technically possible - probably this will happen in the coming years. However, the high cost of construction and maintenance can become a problem for Hyperloop. It is assumed that Hyperloop will be at least cheaper than magnetic-pillar trains, whose development was stopped precisely because of the high cost of this promising technology. According to the concept of Musk, a ticket from San Francisco to Los Angeles (about 600 kilometers) on the Hyperloop shuttle should cost \$ 20, that is several times cheaper than an airplane. Opening of the Center for Transport Innovations in Ukraine (HypeUA). It is planned to open a test site near the city of the Dnieper, and this city will be connected with Kyiv in the future.

But still it would be a very promising replacement for obsolete slow or fast, but expensive technologies for moving to long distance.

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ROAD SURFACE FOR BUILDING ROAD SURFACE WITH ACTIVE TRAFFIC

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Road for the movement of vehicles is a roadway with high-strength parameters that allow it to withstand heavy loads for a long period of time. The cost of road surface is 40-60% of the total cost of the road

It is necessary to take into account all the factors influencing the long-term operation of road surfacing choosing the type of road surface.

The most common road surfacing is asphalt which includes sand, stone flour and cast asphalt.

The climatic conditions have a significant impact on the condition of the road surfacing as weather destroys the asphalt surfacing.

Another type of road surfacing are road slabs related to rigid pavement.

Road slabs are able to withstand and evenly distribute existing loads, thereby minimizing the weight and mechanical impact on underground communication lines which are often under road surfacing.

Advantage of road slabs is high environmental friendliness. Unlike asphalt, coatings from slabs do not soften in the heat and do not emit volatile oil products. Clearances between the slabs prevent the accumulation of moisture and the formation of puddles being a natural drainage. The second advantage is durability. The third advantage is the high speed of installation or dismantling.

Unlike asphalt, road slabs are disassembled as easily as it is assembled which makes it possible to replace without any extra effort any of its elements, to repair the underground plumbing or cable, and then quickly restore the road surfacing.

Concrete slabs are the best road surface with active traffic. Road slabs due to its portability help to create a perfectly smooth concrete road surface. Road slabs are used for temporary roads and even airfield sites. If necessary, reinforced concrete road slabs can be used many times. This is an indicative of the apparent stability of the material to abrasion, vibration and impact of precipitation. Road slabs are estimated on building sites because they form a solid, perfectly smooth surface with a few joints.

It is especially actual for new buildings because asphalt can be damaged during the final shrinkage processes but road slabs preserve the integrity and the evenness of the surface.

Increasing demands to requirements of urban roads lead to road slabs for road extension.

Repair of concrete slab roads is the fastest and most effective. Standard road slabs simply replaced by new ones. So a building team can repair up to 5 kilometers of the road for one day.

At the entrances to a bridge high-quality road slabs are often met. Smooth rough surface allows driving or turning off the bridge safely in any weather conditions.

Smooth slabs have a size in the plan 6000x2000 mm, height 140 mm, it are reinforced with thermally bonded reinforcement by class At-V, At-IV.

It is allowed to use reinforcement classes A-V, A-IV, according to [2].

Slabs are intended for using as a road surface its surface of roads with classes I - V under load AK NK80, NK100 according to [2]

Variants of the working reinforcement slabs reinforcing ropes K1500 with using of concrete with class C25/30 (SRP-14K) and high-grade rods reinforcement with class A800 with concrete class C25/30 or C20/25 (SRP-14A) was developed in [1 ... 3] in the regard with the changes in the standards for using reinforcement and concrete [1] and changes in standards for operating requirements (for slabs are using under load LM1, LM2, LM3, LM4 according to EN 1991-2: 2003).

These slabs have the same level of crack resistant with standard slabs and higher strength

Accepted methods of tension K1500 is mechanical, for reinforcement A800 is mechanical or electrothermal.

This slab cannot be full-strength with standard, but it can provide an equal crack resistance.

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COMPARATIVE ANALYSIS OF THE QUINE AND CARNO MAP METHODS OF MINIMIZATION OF BOOLEAN FUNCTIONS

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Minimization of the Boolean functions is one of the typical problems in modern circuitry. The complexity of the Boolean function, and hence the complexity and cost of the circuit (chain) implementing it, are proportional to the number of logical operations and the number of occurrences of variables or their negations. In principle, any logical function can be simplified directly with the help of axioms and theorems of logic, but, as a rule, such transformations require cumbersome calculations. Moreover, the process of simplifying Boolean expressions is not algorithmic. Therefore, it is more useful to use special algorithmic methods of minimization, allowing to simplify the function quickly and without mistakes.

Currently, in the theory of the design of logic circuits, the problems of minimizing disjunctive and conjunctive normal forms that provide a rational solution in the synthesis of combinational circuits, the inputs of which are both variables and their inversions, are the most fully investigated.

The paraphrase representation of variables is easily ensured if they are removed from the trigger outputs used as storage cells of the digital devices being developed. The main task of minimizing SDPN and SCNF is to find terms that are suitable for gluing with subsequent absorption, which for large forms can be a rather complicated task.

Methods that allow minimization to be quick and accurate include the Quine method, the Carnot map method, the implicant test method, the method of implicit matrices, the Quine-McCluskey method, and others. These methods are most suitable for ordinary practice. The Carnot card method retains visibility with no more than six variables. In those cases when the number of arguments is more than six, the Quine-McClassy method is commonly used. In the process of minimizing one or another logic function, the basis in which it will be more effective to realize its minimal form with the help of electronic circuits is usually taken into account.

The Carnot Map is a rectangle divided into squares whose number is equal to the number of sets of a given function (2^n). In the Carnot map, the boolean variables from the truth table are ordered in accordance with the principles of the Gray code, in which only one variable varies when passing between adjacent squares. When the table is generated, and the reference values are put in the corresponding cells, the data is organized into the most possible groups containing 2^n cells ($n = 0, 1, 2, 3 \dots$). Further, working with these groups a minimum DNF is received.

Disadvantages of the Carnot Card Method:

- it is expedient to apply for the number of variables not more than 5;
- the contours are selected intuitively and there is no algorithm that provides the best solution.

The Quine method (simple implicant method) is another way of minimizing functions of the algebra of logic. It represents functions in the form of DNF or CNF with a minimal number of members and with a minimum set of variables. It is functionally identical to the Carnot map, but the tabular form makes it effective to be used in computer algorithms.

The transformation of the function can be divided into two stages:

1. The transition from the canonical form (SDPN or SCNF) to the abbreviated one is performed at the first stage.
2. The transition from the abbreviated form to the minimal one is performed at the second stage.

Similarities between the Quine and Carnot Cards:

- The vectors of the neighboring Carnot map cells are identical to the vectors of the neighboring sections of the merging table of the Quine method.
- Combining the contours on the Carnot map is identical to the merging in the Quine method.
- Finding MDNF and MKNF by the Quine method differs from each other by the same principles as in the Carnot method.

The considered methods of Carnot, Quinn, Quayn-McKlaker refer to the precise methods for minimizing the Boolean functions, allowing us to find a minimal DNF. However, computer blocks are described by functions that have dozens and hundreds of arguments and thousands of terms. Of course, such functions can be minimized using the *Quine McCluskey method*, but the minimization time will be unacceptably long (days and weeks). In this connection heuristic methods are used to solve practical problems of large dimension, which allow to find the minimum DNF at an acceptable time. It is important, however, that heuristic methods do not require as much computer memory as precise methods do. Practical methods use the principle of an iterative improvement solution, besides, they do not require all the primary implicants.

ZUR CHARAKTERISIERUNG DER ZUSAMMENHÄNGE IN DEN GEOTECHNISCHEN SYSTEMEN "MENSCH - TECHNIK - NATUR"

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Der wissenschaftlich-technische Fortschritt ist heute in der ganzen Welt unmittelbar mit der Ausnutzung von Naturressourcen verbunden.

Natürliche und technische Geosysteme, die in Übereinstimmung mit den Gesetzen der Entwicklung und Wechselwirkung der Natur und Gesellschaft infolge produktiver Tätigkeit von Menschen geformt werden, haben komplizierte Strukturen der Zusammenwirkung von technischen und natürlichen Komplexen gebildet, so genannte natürliche und technische Geosysteme.

In der engen Verbindung mit der Natur stehend, verändert die moderne Gesellschaft den Naturraum durch Technik, wobei Ausmaße dieser Veränderung so groß sind, dass sie Bildung eines künstlichen Lebensumfeldes des Menschen verursacht haben, die immer mehr Merkmale einer ganzheitlichen Hülle der Erde, der Technosphäre, aufweist.

In der Interaktion zwischen Gesellschaft und Natur spielt die Technik in der Regel eine Doppelrolle. Einerseits erfüllt der Mensch mit ihrer Hilfe viele seiner Bedürfnisse, aber andererseits ist sie die Hauptursache anthropogener Veränderungen in der Natur, die für alle Bewohner der Biosphäre unerwünscht sind.

Industriebetriebe wandeln fast alle Bestandteile der Natur (Luft, Wasser, Boden, Flora und Fauna) um. In die Biosphäre werden feste Industrieabfälle, gefährliche Abwässer, Gase in verschiedenen Mengen und unterschiedlicher chemischer Zusammensetzung emittiert.

Die Luftverschmutzung beschleunigt die Zerstörung von Baustoffen, Erzeugnissen aus Metall und Gummi sowie anderen Produkten. Sie können bei entsprechender Zusammensetzung und Konzentration zum Austerben von Pflanzen und Tieren führen.

Doch den größten Schaden können diese komplexen chemischen Substanzen an die Gesundheit der Bevölkerung anrichten.

In der Luft schwebender Staub adsorbiert giftige Gase und bildet einen dichten, giftigen Nebel, den Smog, der die Niederschlagsmenge erhöht.

Mit schwefelhaltigen, stickstoffhaltigen und anderen Stoffen gesättigte Niederschläge bilden aggressive Säuren. Aus diesem Grund ist die Korrosionsrate von Maschinen und Anlagen um ein Vielfaches erhöht.

Anthropogene Belastung wird in zwei Gruppen unterteilt:

- 1) Stoffliche Belastung wie staubige Atmosphäre, feste Partikel im Wasser und Boden, gasförmige, flüssige und feste chemische Verbindungen und Elemente;
- 2) Strahlenbelastung wie Wärme, Lärm, Vibration, Ultraschall, Licht, ionisierende Strahlung, elektromagnetisches Feld. Radioaktiver Abfall kann als Strahlenbelastung betrachtet werden.

Bei der Klassifizierung von stofflichen Belastungen wurden folgende Merkmale zugrunde gelegt: Bereiche ihrer Ausbreitung (Atmosphäre, Hydrosphäre und Lithosphäre), ihr Aggregatzustand (gasförmig, flüssig, fest), Methoden der Unschädlichmachung und Toxizitätsgrad.

Stoffliche Belastungen werden in Luftemissionen, Abwasser und feste Abfälle unterteilt. Die Klassifizierung von Schadstoffemissionen in der Atmosphäre wird durch Normen festgelegt. Laut diesen Normen werden die

Emissionen nach dem Aggregatzustand in der Menge emittierender Stoffe pro Zeiteinheit unterteilt.

Der Prozess des Aufbaus und der Entwicklung eines spezifischen Ökosystems ist durch gesetzmäßige Veränderungen der ursprünglichen Merkmale von natürlichen und technischen Geosystemen gekennzeichnet.

Bei der Untersuchung reversibler und irreversibler Abbauprozesse in regionalen Ökosystemen werden Methoden der mathematischen Modellierung von Zufallsprozessen eingesetzt.

Im probabilistischen Sinne stellt die Modellierung von Degradationsprozessen von Ökosystemen ein transformierter Informationsprozess im Zustandsraum des Ökosystems dar.

Übrigens im mathematischen Sinne besteht die Aufgabe der Systeme der technischen und stofflichen Versorgung und Verwaltung der natürlichen und technischen Geosysteme darin, dass anthropogene Veränderungen durch radikale Umweltschutzmaßnahmen innerhalb der Grenzen des standardisierten Bereichs liegen.

LED MARKET: MAIN TRENDS AND FORECASTS

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The palm in the light decisions of the future will belong to the LEDs

The success of business both in Ukraine and abroad in many respects now depends on the search and application of innovative technologies and solutions. And, of course, in this issue on the first place go those decisions that allow you to reduce the costs of companies. Managers and business owners increasingly pay attention to energy-efficient technologies. At the same time, LED lighting systems are increasingly popular every year, which have a number of undeniable advantages compared to lighting based on traditional light sources.

The key among them are:

- Energy efficiency. Modern high-quality LED solutions save up to 80% of electricity and last much longer (about 50 thousand hours - more than 12 years).
- Long service life of LED light sources - up to 15-25 years depending on the technology.
- Environmentally friendly lighting.
- The cost of ownership of LED lighting equipment is lower than for traditional light sources. So, the cost of acquiring the latter is about three times less than the LED fixtures.
- The compact size of LEDs .

It is noteworthy that LED technology allows not only to save money, but also to increase profits. Here are just a few examples.

Increase in sales in outlets

According to the research of the European Trade Institute (EHI) and one of the German supermarkets, the application of lighting scenarios allows to increase the sales of certain types of vegetables and fruits by 4.7%, and profit by 3.5%. In addition, due to the creation of a light accent at any particular place in the trading floor, it is possible to increase sales in the outlet by 20-60%.

Increase the investment attractiveness of the property

An audit of one of the shopping centers in the US with 120 parking spaces lit up and 50 wall lights showed that the owner can reduce operating costs by about 20% by replacing light sources with LED lights. At the same time, the introduction of energy-efficient lighting will lead to an increase in the initial value of commercial real estate by \$ 600 thousand, that is, investing \$ 150 thousand will result in almost 400% return on investment.

All this motivates the business to make its choice in favor of LED lighting.

Main trends of the LED market

Despite the absence of significant changes in the economies of many countries, the LED market continues to grow. So, annually in the market of LED lamps there is an increase of at least 40%. According to experts' forecasts, by the end of 2018 its volume will be € 37 billion, and by 2020 - € 64 billion.

If we talk about the use of LED lighting solutions in conjunction with control systems in the city, their use allows you to reduce the level of power consumption to 80%. For example, the Philips CityTouch solution, with which you can control all connected megalopolis lights remotely, is already in use in Buenos Aires (Argentina), Rotterdam (Netherlands), Salobre (Spain), Valencia (Spain), several districts of London and Prague. And since 2015 the decision has earned and in Los-Angeles.

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MODELLIERUNG VON ÖKOLOGISCHEN PROZESSEN

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Die Entwicklung der Produktivkräfte hat derzeit ein solches Ausmass angenommen, dass sowohl traditionelle als auch moderne Industrie bedeutende, komplexe Auswirkungen auf die Umwelt hat, die das globale ökologische Gleichgewicht auf der Erde erheblich verändern können.

Um die Folgen solcher Eingriffe in die Natur zu reduzieren, gibt es einen Weg:

Angesichts der ständig zunehmenden menschlichen Eingriffe in die Umwelt ist es notwendig, wissenschaftlich fundierte Verfahren zur Vorhersage deren Zustands zu entwickeln.

Das erste Modell zur Vorhersage des Ressourcenverbrauchs war das Modell von T. Malthus (1798), das das geometrische Bevölkerungswachstum und das arithmetische Wachstum der Existenzmittel verglichen hat.

J. Forrester hat ein dynamisches globales Modell vorgeschlagen (1970), das Bevölkerungsentwicklung, Rohstoffreserven, Umweltverschmutzung und Lebensmittelproduktion berücksichtigte.

Die Gruppe von D. Medous (1972) hat ein dynamisches Modell aufgebaut, das auf fünf Schlüsselindikatoren basierte: Industrialisierung, Bevölkerungswachstum, Anstieg der Zahl der Armen, Reduzierung der Ressourcen und Umweltverschmutzung.

Das Modell von M. Mesarovic und E. Pestel (1974) zeichnete sich durch die Dimension der Verbindungen. Es enthielt 100000 Gleichungen, die das Weltsystem als eine Menge regionaler Systeme beschrieben.

An der Universität von Pennsylvania wurde funktionierendes System von nationalen Modellen geschaffen. Dessen mathematischer Teil besteht aus 20 000 Gleichungen (Berechnung des Bruttoprodukts, Investitionen, Exporte, Importe, Fonds, etc.).

Ende der 70er Jahre entwickelte die Expertengruppe der Vereinten Nationen unter der Leitung von V. Leontiev ein interregionales Modell, das branchenübergreifendes Gleichgewicht in der Weltwirtschaft ermittelte.

Unter der Leitung von N. Moiseyev wurde auch ein mathematisches Modell der Biosphäre "Geja" entwickelt. Es bestand aus zwei miteinander verbundenen Systemen. Das erste beschrieb die Prozesse, die in der Atmosphäre und im Ozean stattfinden. Das zweite behandelte den Stoffkreislauf in der Natur.

In den frühen 80er Jahren schufen Wissenschaftler aus verschiedenen Ländern ein globales mathematisches Modell, um die Folgen eines Atomkrieges vorherzusagen. Dies führte zu einer erheblichen Einschränkung der Atomwaffen.

Die erste Arbeit über die Strategie der Verwendung von Bodenschätzen unter Bedingungen ihrer Reduktion war die Arbeit von H. Holling (1931). In unserer Zeit ist dieses Problem eines der dringlichsten. Modelle des Populationsbestandes sind auch für eine Vielzahl von praktischen Vorhersagen relevant.

Bei der Entwicklung und Anwendung von mathematischen und Simulationsmodellen zur Untersuchung verschiedener natürlicher Systeme und Prozesse, insbesondere Gesetzmäßigkeiten der Entwicklung von lebenden Systemen und einzelnen Organismen und Populationen, lässt man sich von allgemeinen Prinzipien und Methoden der mathematischen Modellierung leiten.

Dazu müssen Verbindungen zwischen den einzelnen Elementen des Systems und der Umgebung, in der dieses System funktioniert, hergestellt werden.

Für die Ökologie sind zwei relevante Arten von Zeichenmodellen, mathematisches und konzeptionelles (Fedorov, 1980), von Bedeutung sind.

Man muss sich der Bedrohung durch methodische Unschärfe und den Verlust der Integrität der Umwelt bewusst sein, was eine vollständig begründete Anforderung gestellt hat, in allen ökologischen Studien gemeinsamer Methodik des Systemansatzes in formalisierter Form folgen. Daher sollte bei der Modellierung von Umweltprozessen ein systematischer Ansatz zur Konstruktion mathematischer Modelle verwendet werden. Der Konstruktionsprozess sollte in formalisierten quantitativen Symbolen unter Berücksichtigung aller Parameter der Systemkomponenten beschrieben werden.

THE SUN AS THE MEANS OF AN ARCHITECTURAL OBJECT FORMATION AND HARMONIZATION

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The harmonization of the architectural environment can be considered as the balance between the nature patterns and the introduction of purely human manifestations of emotionality and intellectual activity. There are two options of this process development. In the first one, an architect is supposed to be a sculptor while in the second option an architect is assumed to be an artist. While in the first case, an architect imparts man-made objects to an existing energy information frame, as if they were some plastic material, in the second one they cut off everything unnecessary and create an artificial environment, leaving the space for natural forces to move. In both cases, the creator should feel and use the natural energy information framework rationally. The issue under consideration has been investigated by a great number of architects. So called 'hidden structural plan' can be traced in many different structures, complexes and cities. The architect P. Portoghesi, researched into this issue and developed his own creative method from the plan. This method was implemented into the design of the Church of St. Mary in Salerno.

One of the most important objects of emotional perception is sunshine and the Sun itself. The location of cities and other architectural structures depend on the position of the Sun in the sky. From the time immemorial, people have watched the sky dome and, with respect to the time of a year or a day, the building of a new structure or even a city started. For example, many megalithic complexes were constructed in the direction of the first or last rays of the Sun on the day of equinox or solstice. The famous Stonehenge built in the southeastern part of England can be a good example. This complex is believed to be an old observatory, because its elements fix the positions from which 15 important

astronomical phenomena can be observed. In particular, its main axis points to the Sun rise on the day of the summer solstice. It seems to be interesting that many cities were built with respect to the Sun movement. A vivid proof can be the city plans of Paris, St. Petersburg and Kyiv. The main axis of Paris, comprising the Louvre and La Defence, stretches close to the azimuth of the rise and the fall of heavenly bodies. In St. Petersburg it is the axis of the Palace Square symmetry, while in Kyiv it is the axis between Saint Sophia and St. Michael's Cathedrals.

The movement of the Sun played a significant role in the construction of individual buildings as well. Some unusual emotional effects can be achieved by use of the Sun rays and rational arrangement of windows. The Sun rays are often used in sacred buildings. In the building of the Pantheon in Rome, which was built on the remnants of Agrippa thermal baths, there is a round hole in the ceiling. Through this hole the sunlight falls into the temple, which is the only source of light in the building. This Sun ray symbolizes the unity of man and God, the unity with the Sun and the sky. Our ancestors also watched the Sun. Almost all temples, cathedrals and temples were built with respect to some significant heavenly 'event'. For example, the chapel in the village of Zekhnovo is confined to the feast of John the Theologian.

The movement of the Sun has made a significant imprint on modern architecture. Evidently, it has a slightly different meaning. Nowadays people are trying to gain more and more benefits from everything, even from the Sun. That is why today it provides us with not only daylight, but also with electric power and many other interesting architectural solutions, such as moving panels. Moving panels perform a function of sunscreens. They are used in Al Bahar towers in Dubai. These towers are covered with a 'blanket' of moving 'cells' which follow the Sun protecting the premises from overheating.

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PHOTOBIOLOGISCHE WIRKUNG VON LEUCHTDIODEN UND PROBLEMEN DER PHOTOBIOLOGISCHEN SICHERHEIT IHRER STRAHLUNG

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Die LED-Technologie hat unser Leben überflutet. Jedes Jahr werden unsere menschliche Arbeit, die Freizeit und das Leben mit dem Einsatz moderner LED-Technologien verbunden: Telefone, Monitore, Fernseher, LED-Bildschirme und Schilde sowie natürlich Lichtquellen und Beleuchtungsanlagen. Durch Energieeffizienzindikatoren sind LEDs zum absoluten Leader unter künstlichen Strahlungsquellen geworden. 50 Jahre nach ihrer Erfindung sind LEDs weit verbreitet und werden sowohl in der Industrie als auch im Alltag eingesetzt. Diese schnelle Geschwindigkeit der LED-Technologie stellt vor den Wissenschaftlern eine Reihe von Herausforderungen.

Die Entdeckung von molekularen Mechanismen, die den zirkadianen Rhythmus steuern, die durch Jeffrey Hall, Michael Rosbash und Michael Jung entwickelt wurden. Man muss detailliertere Forschungen der photobiologischen Wirkung der künstlichen Lichtquellen, insbesondere von festkristallinen Licht erforschen [2]. Die Wissenschaftler haben ein Gen identifiziert, das den normalen täglichen biologischen Rhythmus steuert. Sie haben bewiesen, dass dieses Gen das Protein decodiert, das sich während der Nacht in den Körperzellen ansammelt und pro Tag zerfällt. Die Proteinkomponenten dieses Prozesses werden bestimmt, die unabhängig die "innere Uhr" in der Zelle regulieren. Die Wissenschaftler haben bewiesen, dass biologische Uhren bei allen mehrzelligen Organismen, einschließlich Menschen, nach dem gleichen Prinzip arbeiten. Die meisten menschlichen Gene werden durch eine biologische Uhr reguliert, so dass der zirkadiane Rhythmus der menschlichen Physiologie an verschiedenen Stadien des Tages anpasst. Die künstliche Beleuchtung kann die zirkadianen Rhythmen von Organismen verändern und den Einfluss auf die Genebene machen. Die besondere Aufmerksamkeit sollte daher den photobiologischen Strahlungsindikatoren gewidmet werden: Lampen und Leuchtanlagen, Bildschirme von Telefonen und Monitoren, Installationen auf ihrer Basis, Häufigkeit und Zeit der Belichtung usw.

Die Fragen der photobiologischen Sicherheit künstlicher Beleuchtung werden von den Wissenschaftlern aus verschiedenen Wissenschaftsbereichen gestellt. Besonders aktuell ist das Thema der Sehgesundheit bei Kindern und Jugendlichen, da die Beleuchtungsanlagen vieler Vorschul- und Bildungseinrichtungen entweder moralisch veraltet oder mit einem Verstoß gegen

die geltenden Normen ausgestattet sind. Sie bemerken die photobiologische Strahlenschutzsicherheit nicht.

Bekanntlich waren die ersten Standards für die Strahlungssicherheit von Lichtquellen Standards für Laserinstallationen. Diese Standards wurden seit einiger Zeit verwendet, um die photobiologische Sicherheit von Beleuchtungsquellen zu bewerten, aber dieser Ansatz war nicht korrekt. Daher hat die Internationale Beleuchtungskommission CIE umgesetzt den Norm IEC 62471. Der Standard begrenzt die Strahlendosis aus menschlichen Quellen und Beleuchtungsanlagen. Um die spektrale Strahlungsdosis Standard zu bewerten eingeführt, um eine Änderung der Größe der menschlichen Retina und Augenbewegungen des Betrachters. Damit das photo biologische Wirkung von Strahlungsquellen zu bestimmen, um die spektrale Leistungsdichte der Beleuchtungsverhaltensberechnungen zu messen, sowie einen wichtigen Parameter in diesem Fall wird die Änderung des Durchmessers der Pupille zu bestimmen.

Um die photobiologischen Sicherheitsindikatoren gemäß IEC 62471 zu messen, hat BelHIM zusammen mit LLC "Cerris Analyst" (Weißrussland) eine Phoebe-1 Anlage errichtet [1]. Das Design der Installation umfasst einen Software- und Hardware-Komplex, der auf einem Spektralradiometer und einer Lampeneinheit besteht. Die Arbeit der Installation wird von einem Programm bereitgestellt, das den Monochromator automatisch verwaltet und kalibriert, die festungsaufnehmende Kugel bewegt, Messungen durchführt und die Forschungsprotokolle vorbereitet.

Das Problem der photobiologischen Effekte von LEDs wurde auch von deutschen Wissenschaftlern behandelt [3]. In ihrem Bericht zur Untersuchung der Bewertung der photobiotischen Sicherheit von Leuchtdioden wurde festgestellt, dass die hauptsächliche Bedrohung durch die Strahlung von LEDs ihre photobiologische Wirkung auf die Retina des menschlichen Auges ist. In den untersuchten Proben von LEDs wurde festgestellt, dass zwei von ihnen die maximal zulässige Strahlungsnorm überschritten, was zu photochemischen Schäden an der Retina des Auges führt. Auch zeigte die Forschung, dass weiße und blaue LEDs die Grenzen der photobiologischen Strahlendosis bei längerer Exposition gegenüber dem Pupillenaugen überschritten. Das Überschreiten der Grenzdosis der Bestrahlung der Retina von diesen LEDs erfolgte nach 10 Sekunden direktem Lichteinfall auf die Retina. Dies wurde beim Aussenden von grünen, roten und gelben LEDs nicht beobachtet.

Die wissenschaftliche Arbeit und die Forschung über die photobiologischen Effekte von LEDs zusammenfassend, sollte darauf hingewiesen werden, dass alle Wissenschaftler auf die Notwendigkeit einer umfassenden Untersuchung dieses Problems hinweisen müssen. Die Beurteilung der Auswirkungen von Strahlung auf den Körper und die Gesundheit einer Mensch wird unter den gegenwärtigen Bedingungen der breiten Einführung von LED-Lichtquellen sein. Dies erfordert einen integrierten Ansatz bei der Entwicklung von Methoden zur Untersuchung der Parameter der photobiologischen Strahlungsaktion, um die genauesten und technologisch einfachsten Ergebnisse zu erhalten. Diese Parameter sollten beim

Entwurf von LED-Beleuchtungseinheiten berücksichtigt werden. Schließlich wirkt Licht auf genetischer Ebene auf den Körper und Vision und Gesundheit sind untrennbar mit der Strahlung natürlicher und künstlicher Lichtquellen verbunden.

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AGILE SOFTWARE DEVELOPMENT METHODS

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Problem statement. Today one of the most promptly developing spheres is IT sphere. Fast development of the IT sector demands using modern methods and instruments of project management. The standard methods, like PMBoK, PRINCE2 and P2M are a powerful complex of tools and methods of management for projects and programs. At the same time, for IT projects it is necessary to use a complex of flexible, competent and fast methods and instruments of management [1]. Nowadays, many companies need to be competitive in quickly changing conditions. It is necessary for them to use methods which allow creating a qualitative product that helps to satisfy all customers' needs. Agile software development can provide a complex of methods which can improve the operation of many companies.

In the course of evolutionary development of iterative methodologies of software development adaptive methodologies in the field have been created.

In 2001, 17 software developers (Kent Beck, Mike Beedle, Arie van Bennekum, etc.) gathered in Snowbird, State of Utah, to discuss new software development methodologies. As a result, the document Agile Manifesto was made and accepted [2]:

- Individuals and interactions over processes and tools;
- Working software over comprehensive documentation;
- Customer collaboration over contract negotiation;

- Responding to change over following a plan [3, 4];

Agile project management has high potential in uncertainty conditions. As prime framework it implies understanding the fact that changes are an integral part of work over the project and the fact that planning is only expedient for the short period of time. The main role in efficiency of these approaches is played by the team of performers who are capable of taking responsibility for the results of the project.[5]

Conclusions. This methodology establishes certain rules of project management (for example, development or introduction of information technologies), based on the possibility of continuous updating of requirements and introduction of tactical changes. Summing up the results, it should be noted that thanks to the constant analysis of the work done and opportunities to carry out correction of the direction of the project between iterations the chosen methodology allows to achieve better results, to operate projects with higher quality and create high-quality software products.

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ROAD MATERIALS AND PAVEMENT DESIGN: NEW ROAD CONSTRUCTION CONCEPTS

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One of the main problems of road construction is the quality of road surface. Patch repairs, new road damage or badly tracked road coating are the most common reasons of accidents on roads in Ukraine.

The durability of road surface depends on a number of reasons. Materials, technologies, a road bed preparation, the qualification of people who build the roads – all these factors directly influence the quality of a road. When designing, building and repairing the road network, it is necessary to take into account climatic and landscape peculiarities, population density, traffic flow, keeping in

mind the availability of building materials in a particular region. It is estimated that the cost of the building materials account for 60-70% of the total road building. It is the proper selection of all the components that provide the durability of the road surface and traffic safety.

The main task for the road sector of economy in Ukraine is to create the conditions under which the construction of high-quality roads with extended operational lifetime will be beneficial for everybody. Undoubtedly, it can be achieved by using new reliable materials and innovative technologies. It is worth mentioning that innovation in construction can be economically justified, as new materials can significantly extend the road operational lifetime and eliminate the need for frequent repair work.

Many years of experience and scientific research have proved that the durability and strength of the road surface are directly related to the regulation of the water and thermal regime of the roadbed. In this regard, the implementation of new technologies and the use of new materials are really crucial to provide extend road operational lifetime in different climatic conditions. A good example of such a pavement is foam glass gravel. It was used initially as a heat-insulating material in the middle of the last century in the construction of a building in Canada. Due to its excellent physical and mechanical characteristics, the material quickly became widespread in road construction in Europe, especially in the Scandinavian countries and Germany.

The development of infrastructure is one of the priorities in the world. Most of the leading countries invest hugely in safe and durable roads. Among them are quiet roads of rubber, plastic roads, concrete motorways.

Experiments to create a road pavement of rubber have been conducted for a long time. The first was about a hundred years ago in the UK, when rubber was placed on the pavement to reduce noise. It didn't become a usual practice, although the idea was right. A century later, this idea was used in Poland. In 2015, local asphalt manufactures started producing bitumen adding rubber. In other words, they developed and began mass construction of rubber roads.

Another interesting idea is plastic roads. The innovative concept PlasticRoad was offered by VolkerWessels. The developers promise that new roads will be more durable than usual ones. They will resist the temperature from 40°C to 80°C and can be constructed on different grounds. Plastic roads will be less sensitive to corrosion and damages and will have three times longer operational lifetime than usual asphalt roads.

One more solution is concrete roads. The idea has become so popular that it is used all over the world. The process of building concrete roads is quite complicated, but greater expenses are paid off because of road durability.

Therefore, it can be definitely said that road coatings play a significant role in creating reliable road infrastructure which is crucial for road safety. New construction materials and modern innovative technologies are of primary importance to solve a number of problems in road sector of Ukrainian economy.

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BARRIEREFREIES BAUEN

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Barrierefreiheit bezeichnet im deutschen Sprachgebrauch eine Gestaltung der baulichen Umwelt sowie von Informationsangeboten, Kommunikation usw. dergestalt, dass sie auch von Menschen mit Beeinträchtigungen ohne zusätzliche Hilfen genutzt und wahrgenommen werden können. An sich zielt das Prinzip der Barrierefreiheit aber darauf, dass nicht nur Menschen mit Behinderung in die allgemein übliche Nutzung der gestalteten Umwelt einbezogen werden. Dieses weitergehende und eigentliche Verständnis von Barrierefreiheit unterscheidet gar nicht mehr zwischen einzelnen Personengruppen. Die Umwelt soll so gestaltet sein, dass sie die Bedürfnisse aller Menschen berücksichtigt. Keine Personengruppe soll aufgrund einer bestimmten Gestaltung von der Nutzung ausgeschlossen werden. Dieses Verständnis der Barrierefreiheit wird auch "Design für alle" oder "universelles Design" genannt.

Barrierefreies Bauen – vollständig barrierefreies Planen und Bauen – bedeutet, Wohnungen, Gebäude sowie öffentliche Orte so zu planen und zu bauen, dass sie barrierefrei sind, also von allen Menschen ohne fremde Hilfe und ohne jegliche Einschränkung genutzt werden können.

Mit barrierefreiem Bauen ist die rechtzeitige Planung und Ausführung von baulichen Maßnahmen, die die Nutzung eines Gebäudes, einer Einrichtung, eines öffentlichen Ortes etc. durch alle Menschen ermöglicht, gemeint. Statt des Begriffs „barrierefreies Bauen“ werden auch oft die Termini „behindertengerechtes Bauen“, „Bauen für Alle“, „menschengerechtes Bauen“.

Unter dem Begriff „Barrierefreies Bauen“ wird auch häufig noch immer ein „besonderes“ Bauen für „besondere“ Gruppen verstanden. Gemeint sind dabei Rollstuhlfahrerinnen und Rollstuhlfahrer oder in anderer Weise körperlich, geistig oder sinnlich beeinträchtigte Menschen. Tatsächlich aber ist barrierefreie Planung ein weitaus umfassenderes Konzept. Es soll prinzipiell allen Menschen ermöglichen, entsprechend ihrer persönlichen Wünsche und Fähigkeiten zu leben und am gesellschaftlichen Leben teilzuhaben; selbstbestimmt und unabhängig von der Hilfe anderer. Das schließt Alte und Junge, Klein und Groß wüchsige, Menschen mit motorischen, sensorischen und kognitiven Beeinträchtigungen ein.

Im besten Fall bedeutet Barrierefreiheit mehr Komfort für alle, ganz im Sinne des Universal Design.

„Design für Alle“ oder „Universal Design“ bezeichnet ein aus den USA stammendes Gestaltungskonzept, das Alltagsgegenständen, Wohngebäuden und -räumen sowie der Umwelt eine an den menschlichen Fähigkeiten (inklusive aller Veranlagungen) jeglicher Lebensabschnitte orientierte Form gibt. Sie sollen für jedermann intuitiv nutzbar sein, von der griffigen Türklinke bis hin zur Logik eines Wegesystems im Wohnumfeld.

Fast jeder wird irgendwann einmal im Leben mit Beeinträchtigungen seiner vollen Leistungsfähigkeit konfrontiert – sei es dauerhaft, temporär oder situativ. Ein Mensch, der infolge eines Unfalls mit Gehhilfen unterwegs ist, freut sich über schwellenlose Zugänge zu öffentlichen Verkehrsmitteln ebenso wie ein Reisender mit schweren Koffern, junge Eltern mit Kinderwagen oder eine ältere Rollator Nutzerin. Nicht zuletzt führt der individuelle Alterungsprozess nahezu bei jedem Menschen zwangsläufig zu Beeinträchtigungen in der Mobilität und Leistungsfähigkeit. Menschen leben immer länger und sie bleiben auch länger gesund. Zurzeit steigt die Lebenserwartung in den europäischen Ländern um jährlich zwei bis drei Monate. Gleichzeitig ist die Geburtenrate so niedrig, dass die Bevölkerung schrumpft. Damit verschiebt sich das Verhältnis junger zu alter Menschen rechnerisch immer weiter zugunsten der über 65-Jährigen. Der demografische Wandel wird und muss ein wesentlicher Antrieb dafür sein, ein nachhaltiges Umdenken und ein neues Verständnis von Barrieren in unserem Umfeld und unseren Wohnungen zu bewirken.

Alle Menschen, unabhängig von Alter, Lebenslage oder körperlicher Verfassung, möchten in einer angenehmen, gut nutzbaren und nicht stigmatisierenden Umgebung leben. Diese zu schaffen, ist Aufgabe aller Akteure – Wohnungswirtschaft, Politik, Architektinnen und Architekten sowie andere gesellschaftliche Gruppen müssen sich daran beteiligen. Aber es liegt vor allem in den Händen der Bauenden und Planenden, schon heute so zu entwerfen, dass Gebäude und Wohnungen in Zukunft flexibel an sich verändernde Lebensumstände anzupassen sind und gleichzeitig eine hohe Qualität in der Gestaltung aufweisen. Eine in dieser Hinsicht konsequente Planung zahlt sich aus: Durch frühzeitige konzeptionelle Einbindung kann Barrierefreiheit in Gebäuden auch ohne wesentliche Mehrkosten realisiert werden.

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IMPROVED EFFICIENCY OF PASSENGER TRANSPORTATION THROUGH EXTENSIVE INTRODUCTION OF INNOVATIVE TECHNOLOGIES

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Rail passenger transportation plays an important role for people in any developed country. Unfortunately, in Ukraine rail passenger transportation is not rather effective due to some reasons. Among them we should mention a poor state of rail tracks and rolling stock, low traffic speeds and lack of high speed lines. Anyway introduction of high speed passenger transport means may be a rational solution to these problems. Implementation of high speed transportation requires solution of many problems. The research into economic feasibility, geopolitical location, possible routes, passenger flow dynamics and some others are still in progress.

In February 22, 2018 the Ministry of Infrastructure of Ukraine signed the memorandum on launching the project of the transport innovations HypeUA. This memorandum will start the development of innovative transport technologies in Ukraine, and first of all, the high speed transport system Hyperloop [1]. According to the Memorandum the issue of high importance for today is the task to implement high speed transportation in Ukraine which will allow higher competitiveness, lower losses of passenger transportation and comprehensive development of Ukrainian railways.

The analysis of existing state and development of high speed passenger transportation in Ukraine and abroad has proved that, unlike European countries, Ukraine does not have public support of rail infrastructure. Approximately 90% of Ukrainian rolling stock is worn-out, railway tracks require considerable general overhaul. Therefore, the maximum speed of passenger transportation by Hyundai trains is 160 km/ph, and for conventional trains it ranges from 20 to 117 km/ph.

Actually, operation of high-speed trains needs dedicated lines or magnetic suspension tracks. Though the launch of day-long high-speed Hyundai trains with skilled train attendants and comfortable seats has confirmed the feasibility of their implementation even on conventional lines. Over the course of five years 12 million passengers have used this high-speed service [2]. But, only complete modernization of rail track system will be able to harness the full potential of high speed operation, otherwise the modern Hyundai trains will operate at the same speed as conventional trains. Therefore, today introduction of high-speed railway transport in Ukraine is highly urgent, which will help to increase competitiveness,

reduce losses of passenger transportation and ensure sustained development of Ukrainian railways.

The analysis of a great volume of statistical data demonstrated that one of the most optimal options for high speed development of transport in Ukraine is building a new route to introduce string transportation by the SkyWay technology. It presents a special automobile on steel wheels located on string rails rested on supports. One of the basic advantages of SkyWay is the fact that it does not use magnetic suspension, magnetic levitation, screen effect, turbine, reactive engine and other popular technologies, which are actually low effective, energy consuming, unreliable and unsafe. In comparison with other modes of transportation SkyWay is cost effective and economical. Besides, the speed in a range of 350-450 km/ph is rather sufficient at the beginning [3]. The results of its economic effect showed that the payback of capital investment is going to be 15 years, if the new route will be constructed between Kyiv and Lviv. It contributes to additional revenues from rail passenger transportation which for today is suffering losses.

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THE PROBLEMS OF TRAFFIC NOISE POLLUTION IN URBAN ENVIRONMENT

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Scientists have recognized officially, that noise pollution is the third among the factors negatively influence people's health. Noise level of 20-30 dB is practically harmless to a person. It is a natural noise background human life can hardly be imagined without. Noise level of up to 65 dB causes the irritation of just psychological character. It is extremely harmful when a person performs some tasks connected with human mental functions. Frequently, such a noise does not

disturb a person who actually produces it, whilst a noise made by another person is usually irritating.

Noise level of 65–85 dB can have physiological impact. Through acoustical nerve fibres the irritation passes to the central and vegetative nervous systems, then by means of them influences the internals resulting in a human organism dysfunction and, in this way, influences negatively a human psychological state. As the result, at the noise level specified, the pulse becoming faster and the blood pressure is going up and the vessels are constricting. As the result, the organism suffers from lack of blood supply and a person gets tired more quickly. It has been proved, that when a person performs the work requiring concentration, under the noise level ranging from 65dB to 85 dB, the productivity decreases by 30 %. The noise level of 120 dB and more has a mechanical effect on the whole organism.

The problem of noise pollution is extremely crucial in large cities of the world. In these cities every person is systematically undergone to hundreds sources of transport noise: railway, aviation, motor transport. Therefore, the problem of traffic noise pollution is of particular importance and demands further consideration.

The most obvious way to reduce motor transport noise is to reduce the transport intensity by displacing the transport flow. The reduction of the transport flow by half can provide the decrease of noise level by 3 dB. Simultaneously, moving the transport flow results in increasing noise on the other roads of a transportation system. Therefore, it is possible to reduce the noise level significantly for a substantial number of inhabitants by creating bypasses which are supposed to withstand such a traffic flow and to reduce the congestion of the transport system in residential areas. At night, in towns and cities, where bypasses have not been developed yet, it is possible to redirect transport to the roads where trade enterprises are located [2, 10-15].

The noise generated by motor transport depends on both the vertical and the horizontal road outlines as well as the road surface type. A construction of a road barrier can be one of the solutions.

While designing an efficient road barrier, the objectives set are as follows: the barrier should be sufficiently massive to reduce the noise, should be approachable to maintain and do repair works; should not be the cause of accidents. Besides, the construction of a barrier should be economical as well. To provide the optimum noise protection effect, the barrier is constructed in close proximity to the source of noise or near the object to be protected from noise pollution. If it is possible, the barrier should completely cover the protected road segment and cannot be seen from the windows of the buildings or other sites to be protected.

The noise energy generated by a transport flow can be reflected by means of effective sound receivers placed on the wall facing the noise source. If the sound barriers are placed on both sides of the road, some problems can arise which are the result of multiple reflections between the barrier walls.

Trying to reduce the level of noise, it is important to take into account the transport flow organization directly at the stage of junction design. It provides the possibility to minimize the number of car accelerations and decelerations.

Another measure to reduce the flow of vehicles passing the road intersections is to switch-off the traffic lights at the crossroads with not so high traffic at night-time. But unfortunately the steady decrease of noise cannot be achieved by that, as it is connected with vehicle high speeds which reduces to zero all the advantages of avoiding the necessity for vehicles to start if traffic lights are in operation [1, p. 41].

It has been proved, that noise level decrease can be achieved by different types of porous road coverings. In Canada for the road covering made of so called 'opened' type mixture with thin protective bitumen layers, it was specified that the level of noise was reduced by 4-5 dB in comparison with the roads with usual asphalt covering, and by 3 dB in comparison with worn out concrete covering [1, 43-46].

To sum up, it should be noted that the problem of traffic noise pollution is still of primary importance and demands to use the existing and to search new ways to decrease the noise negatively influencing people's life and their work efficiency in urban environment. The design of low noise vehicles, the measures to control the traffic flow and noise generated by different transport modes on roads as well as the use of special road coverings are nowadays considered to be of particular value.

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CONDITIONS D'ACTION DE TRANSPORTER DES MARCHANDISES PÉRISSEBLES

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Dès qu'elles quittent les établissements de production ou de stockage, les denrées alimentaires périssables – qu'elles soient réfrigérées, congelées ou en liaison chaude – doivent être maintenues aux températures de conservation au stade du transport pendant toute la durée du transport.

Le recours à des engins spéciaux répondant aux spécifications ATP pour le transport de denrées périssables est obligatoire.

Denrées périssables :

Il s'agit essentiellement des denrées non stables à température ambiante nécessitant leur maintien à température dirigée pendant le transport, c'est-à-dire :

- les denrées animales ou d'origine animale à l'état frais, surgelées ou congelées,
- les végétaux et les denrées d'origine végétale surgelés,
- les végétaux ou préparations de végétaux crus prêts à l'emploi (végétaux crus épluchés, coupés ou ayant fait l'objet d'une opération touchant à leur intégrité et dits "produits de la 4ème gamme").

On notera que le transport des fruits et légumes frais n'est pas soumis à température dirigée.

Sous réserve de dérogations, les denrées ci-dessus ne peuvent être transportées qu'avec des engins spéciaux ayant subi un examen technique et sanitaire. En outre, des obligations relatives au maintien et au contrôle des températures sont imposées.

Certaines denrées de la catégorie 3, bien que fragiles ou altérables, ne sont cependant pas soumises à température dirigée et peuvent donc être transportées dans des moyens de transport ordinaires.

Globalement, les engins de transport sont choisis dans des catégories et classes d'engins permettant de respecter les températures de conservation pour différentes natures de denrées pendant toute la durée de transport.

Les engins sont classés selon leur caractéristiques tels que :

- engins isothermes normaux ou renforcés (IN ou IR), permettant d'isoler l'environnement dans lequel est conditionné le produit de l'extérieur en évitant ainsi les échanges de température entre l'intérieur et l'extérieur. L'isolation peut être normale ou renforcée selon l'épaisseur des parois.

- engins isothermes calorifique (CN ou CR) permettant de conserver des produits à une température minimum de 12° malgré une température extérieure de -10° à -20°

- engins réfrigérants (RN ou RR) dès lors que ceux-ci ont des caractéristiques isothermes, comme décrites ci-dessus, et qui permettent dans le même temps d'abaisser la température ambiante grâce à une source de froid. Les engins réfrigérant doivent permettre de maintenir cette température dans un environnement extérieur jusqu'à 30° et ce pendant au moins 12H. Une dérogation peut être accordée pour les engins neufs maintenant une température spécifique durant au moins 8H.

- engins frigorifiques (FN ou FR) c'est à dire qu'ils permettent le maintien en température contrôlée de manière permanente. Les engins frigorifiques sont classés comme suit :

- + 12°C et 0°C inclu pour les engins de la classe A - FRA ou FNA
- + 12°C et - 10°C inclu pour les engins de la classe B - FRB ou FNB
- + 12°C et - 20°C inclu pour les engins de la classe C - FRC ou FNC
- 0°C pour les engins de la classe D - FRD ou FND
- - 10°C à - 20° pour les engins de la classe E - FRE ou FNE

Ne sont pas soumis à ces obligations les transports suivants :

- transport réalisé à l'occasion de conditions climatiques rigoureuses avérées, rendant manifestement superflue une production de froid pendant toute la durée du transport ;
- transport de tout aliment à l'état réfrigéré ou congelé, sur une distance depuis le lieu de chargement inférieure à 80 km sans rupture de charge ;
- transport en citerne des laits et crèmes destinés à l'industrie sur une distance depuis le lieu de chargement inférieure à 200 km sans rupture de charge ;
- transport de produits de la pêche congelés d'un entrepôt frigorifique vers un établissement agréé pour y être décongelés dès leur arrivée, en vue d'une préparation, lorsque la distance à parcourir n'excède pas 80 km et lorsque la durée du trajet est inférieure à une heure.

Le choix de votre méthode de transport est très important, et doit s'opérer en fonction :

- du volume de commande et de la nature du ou des produits transportés ;
- la durée et la distance de transport ;
- la température de conservation (produits surgelés, réfrigérés ou liaison chaude).

En règle générale, les produits périssables doivent être transportés entre -18° pour les produits surgelés et entre 2° et 8° pour les préparations acheminées en liaison froide et certains produits bruts. La température doit être inscrite sur le préemballage du produit.

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THE KEY TRENDS THAT WILL SHAPE RENEWABLE ENERGY IN 2018 AND BEYOND

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Throughout the entire modern age, mankind has used fossil fuels to meet its energy requirements. Coal, oil and natural gas have lit homes and powered machinery for centuries, driving civilization forward. But as human development accelerated, the unsustainability of such energy became apparent. Global fuel supplies deteriorated and the atmosphere became more polluted. The search for renewable sources of energy began, to ensure a sustainable future.

When clean energy first made headway in the global scenario, questions were raised about how stable and scalable it was. At a macro level, unstable policies for powering future growth were exacerbated by technological immaturity and lack of funding. Nevertheless, clean energy installations continued to grow, albeit slowly, until a dramatic leap a few years ago.

Today, a fifth of the world's electricity is produced by renewable energy. In 2016, there were 160GW of clean energy installations globally. This is 10% more than in 2015, but they cost almost a quarter less. New solar power gave the biggest boost, providing half of all new capacity, followed by wind power, which provided a third, and hydropower, which gave 15%. It was the first year in history that added solar capacity outstripped any other electricity-producing technology.

Several countries have set steep capacity installation targets over the next 10 to 15 years, following COP21. Emerging giants such as China and India, aware of the excessive levels of pollution in many of their key cities, are leading this charge. Despite the US withdrawal, the targets in the Paris Agreement are still expected to be key drivers for future sector growth.

An unprecedented drop in the cost of producing clean energy has occurred in the last couple of years. It is becoming the cheapest source of power for more and more countries. Both solar and wind power have undergone an annual average percentage drop in cost of production in the mid to high teens. These heady declines in cost are likely to continue over the next decade.

Given its increasing affordability, the applications and use cases of renewable energy have broadened. Alongside electricity production, it is providing new solutions for mobility and energy security worldwide.

The electric vehicle market is growing rapidly, with China leading the way, and European and American markets following suit. Countries like India are already targeting complete electrification of its vehicular fleet by 2030. The affordability and widespread use of electric vehicles is being driven in part by falling battery costs. These enable further energy stability solutions, including wind-solar hybrid generation, grid management using utility scale batteries, and plausible alternative power storage options such as pumped hydro or a gas grid to create an adequate balancing mechanism.

However, despite these positive projections and steep targets, we must ensure that the growing sector is managed well. Massive renewables installations will be built. From them, it is important to ensure the right balancing loads from thermal and hydro power sources.

The infirm nature of the clean energy power supply will require smart grid management at scale. The capacity of more stable sources of energy will need to keep up. However, once viable storage solutions are developed, it should be possible to balance the renewable load.

It is also important to address the need for changing of load demand. Both wind and solar power are infirm in nature, so the pricing of the electricity has to match its availability.

But large-scale independent power producers' enthusiasm for gaining more market share is causing competitive clean energy prices to fall at an unsustainable rate. Particularly in emerging countries, where cost of funding is high, it is important to ensure that sufficient access to funding is available for meaningful returns on capital employed.

The advent of new funding mechanisms and instruments should ensure that domestic companies in emerging countries can compete with global players and fuel sector growth. New funding sources are also essential for shortening the cycle and broadening technology innovation. Besides enabling new manufacturing techniques to create products with higher electricity generation capabilities, funding can rapidly advance the rate of innovation in areas as diverse as biofuels, robotics and micro grids.

Emerging countries are set to benefit immensely from these potential advances in funding and technology. New communities in these countries could be fully powered by a stable clean energy supply through a combination of generation, storage options and smart grids. Electric mobility could serve as a distributed load and an emergency power source. Public-private partnerships should be encouraged, enabling the development of clean energy to complement progress in society.

Finally, careful protectionism or liberalisation of the renewables sector - according to each country's requirements - is necessary so as not to harm sector growth in the long run. There must be a balance between fair competition on the one hand, and incentives for companies to focus on development on the other hand, while gaining good returns on their investments. Governments must focus on technology and manufacturing commitments that support clean energy.

Renewable energy is a global phenomenon on the upswing. For the foreseeable future, its growth is set to accelerate. But we have to ensure that progress is made in the right way. Our priorities and decisions now will determine how future societies benefit.

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AIR TRANSPORT TODAY. ADVANTAGES AND DISADVANTAGES

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Today air transport is the youngest and fastest mode of transport. The main sphere of application of air transport is passenger transportation at distances over thousand of kilometers. Transportation of materials, finished products is also carried out. In general, air transport carries perishable goods and especially valuable cargoes, as well as mail. In such cases, when there is no airfield at the landing site, it is not helicopters that use airplanes, but helicopters that do not need a runway. Today, without it, international trade and cooperation can not be imagined. Air transport is capable of carrying more than 30 million tons of goods.

AIR TRANSPORT: ADVANTAGES AND DISADVANTAGES

The following are the main advantages:

1. High Speed:

It is the fast speed means of transport. Passengers and goods can be transported easily from one place to the other one.

2. Minimum Cost:

Unlike railways and road transport, there is no need to spend money on the construction of any track or road, only airports have to be constructed.

3. Strategic Importance:

An airway has great strategic importance. It can be used for internal and external security.

4. Easy transport of costly and light goods:

It is quite convenient to send costly, light and perishable goods through air transport.

5. Free from physical barriers:

Air transport is free from physical barriers like river, mountains and valleys, etc.

6. Useful for agriculture:

Air transport is useful for aerial spray on pests and insects which cause harm to crops.

7. Useful in natural calamities:

During various natural disasters air transport is used for rescue operations.

The following are the disadvantages:

1. High costs:

Air transport is a costly service. Its operational costs are too high. Middle class and poor people cannot afford its cash.

2. More risks:

Air transport is prone to accidents. A small mistake can be very dangerous for passengers. Hijacking of planes is easily possible.

3. Huge Investments:

For creating aviation facilities, huge investments are required. The cost of aero planes, construction and maintenance of aerodromes and control mechanism needs a capital expenditure.

In this regard, it could be concluded that air transport has pros as well as cons. It is the fastest mode of transport, but cost of its operation is very high and thus it is suitable for only rich passengers, mails and light and costly cargo. However, in advanced countries it offers a tough competition to the railways. In general, everyone chooses what is convenient and safe.

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V. GENERAL CIVILIZATION TENDENCIES OF PROFESIONAL EDUCATION DEVELOPMENT IN THE CONDITIONS OF REFORMING

ВЛИЯНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ НА ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ

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Реализация компетентного подхода в условиях реформирования высшего профессионального образования предполагает усиление внимания к процессу формирования профессиональной компетенции.

Под профессиональной компетенцией в настоящее время понимают личностное образование, определяющее продуктивное выполнение профессиональных задач и включающее знания, умения, профессионально значимые личностные качества, опыт, ценностные ориентации.

Такое наполнение и значение профессиональной компетенции требует существенных изменений в дидактическом сопровождении образовательного процесса вуза, а именно: его обогащения методами обучения, которые могли бы обеспечить необходимую сегодня комплексность результату профессиональной подготовки будущих специалистов.

Поэтому сегодня речь должна идти об использовании интерактивных методов профессиональной подготовки, реализация которых пробуждает интерес к профессии, способствует эффективному усвоению учебного материала, способствует возникновению у будущего специалиста такой комплексной характеристики, как профессиональная компетенция.

В связи с этим рассмотрим современные методы обучения, которые обладают достаточным потенциалом для формирования у будущих специалистов профессиональных компетенций.

Метод сторителлинг (от английского Story Telling, дословно – «рассказывание историй») заключается в том, чтобы с помощью мифов и историй из профессиональной жизни обучать будущих специалистов правилам работы. Рассказывая о содержании профессионального труда, его специфике и возникающих ситуациях, преподаватель подготавливает студента к пониманию традиций, философии, культуре профессиональной деятельности. Данный метод позволяет студентам быстрее адаптироваться к профессии, формирует ценностное отношение к профессиональной

деятельности, что составляет основу профессиональной компетенции будущего специалиста.

Баскет-метод представляет собой метод обучения, основанный на имитации наиболее типичных ситуаций работы специалистов, при участии в которых студенту приходится оперативно выполнять еще и незапланированные действия. Содержание данного метода сводится к следующему: студенту описывают ситуацию или роль, которую он должен сыграть; предоставляют материалы, на которые он должен опираться в процессе упражнения; студент выполняет предлагаемые действия; проводится финальная беседа, на которой студент обосновывает свои действия, характеризует возможные последствия выполненных действий, оценивает личную степень удовлетворенности результатом. Преподаватель, анализируя полученную от студента информацию, предлагает альтернативы решений, выделяет упущенные возможности, прогнозирует результаты принятых решений, дает рекомендации на будущее.

Данный метод позволяет не только сформировать в практическом режиме профессиональную компетенцию, но и развить стрессоустойчивость личности будущего специалиста.

Метод обучения действием в последнее время стал одним из перспективных направлений современного образования, поскольку обеспечивает организацию самообучающей образовательной среды. Метод обучения действием позволяет эффективно решать проблемы практической подготовки. Реализуется данный метод через групповую форму организации взаимодействия студентов. В ходе совместной работы над проблемой, имеющей практическую направленность, студенты самостоятельно разрабатывают способ ее комплексного решения, обосновывают и проводят презентацию собственных предложений.

Таким образом, обучение действием оказывает положительное влияние на формирование компонентов профессиональной компетенции благодаря практическому развитию навыков организации совместной деятельности, ответственности за порученное дело.

В заключение хотелось отметить, что интерактивные методы обучения, меняя роль преподавателя с транслятора информации на организатора и координатора образовательного процесса, позволяют комплексно формировать у будущего специалиста профессиональные компетенции через проявление студентом субъектной позиции в деятельности максимально приближенной в своем содержании к профессиональному труду.

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UTILIZATION OF NEW TECHNOLOGIES IN MODERN VOCATIONAL EDUCATION AND TRAINING

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Over the past 20 years we have witnessed important technological changes mainly caused by the rapid development and extensive use of information and communication technologies. This trend is modifying work, the structure of qualifications and work organizations within enterprises, and provoking substantial changes in the labour market.

Technological development and consequent organizational changes Enterprises have to deal with an increase in competition due to the increasing internationalization and deregulation of the markets. The introduction of IT in enterprises and organizations tends to run parallel with organizational changes fundamentally involving the transition from highly hierarchical structures to project groups (groupware). The use of networks is also becoming more and more important (intranet, internet). The direct consequence of these organizational changes is the fact that workers are asked to develop new competencies.

The introduction of IT in the various functional areas tends to make mechanical, lesser-skilled tasks superfluous.

The integral development of the human personality, the fundamental objective of all education and training, is therefore the very basis of the new competencies. Knowledge and information, the essential raw material for production in the information society, are to be found in the context of the overall organization, rather than at the level of individual professionals. This increases the responsibility of the enterprise as a learning organization. This causes changes in the content of various professions: individuals need more knowledge and an increasing number of skills and competencies to accomplish tasks which are becoming more and more complex.

Changes in qualifications required/recruitment policies of the enterprises Serious integration problems are emerging for certain groups, with the gradual exclusion from employment in the area of ICT of those with a certification level below the upper-secondary school-leaving certificate or middle-level vocational training.

Training initiatives are developed in response to new professional needs Initial training provision, both at university and vocational training level are going through a significant period of renewal in terms of technological content. In the case of universities, short-cycle diplomas with very distinct vocational learning are gaining in importance. There has been a significant increase in the number of initial certificates and training places over the last decade, including a surplus of certificate-holders in some areas. The problem still remains the development of

organizational and social competencies, to which curricula attach very little importance. Continuing training theintroductions of the new technologies and subsequent changes in jobs have to be underpinned by a sound policy of training in enterprise. As the conclusions of the study we would like to attach more importance to continuing training and in particular to encourage employees to continue to progress by taking part in training schemes or self-training (Netherlands, United Kingdom), especially by attending training leading to certificates or diplomas. Some countries have, moreover, started to reform initial training in this sector by rebuilding training routes and enabling diplomas to be obtained by credit units. This desire to raise employees' awareness and to encourage them to continue to learn helps employees' achieve the state of mind that they will need to successfully keep up with the changes that will takePlace in the banking industry throughout the world over the next ten years. In general terms, continuing training provision is not adequately planned by the enterprises in accordance with the new requirements in occupational areas in which IT exerts a strong influence; in the majority of cases, continuing training is left to the initiative of the employee in the form of self-directed learning. It is important to point out, though, that many enterprises, overall of medium and large size, organize training initiatives within 'the enterprise itself, privileging different "training areas" which may help the workers to acquire the competencies and abilities which are required by the information society. Very interesting also are the training methodologies used for providing training. "Action learning initiatives" are based on working groups composed of the workers in the enterprise where the learning process is activated starting from a specific and real working situation. Recommendations for the improvement of trainin, it is important to make use of the technologies which will have to be used by the workers in their working environment so that they can get used to ICT. Finally, it is important to articulate the training supply in a perspective of continuing training which has to be compatible with the employed or unemployed status of the beneficiaries. Conclusions the urgent need for active social policies, for improving access to education and training for people of any age, and for building ICT awareness into labour market measures; the urgent need to renew Europe's training and education systems; the need for rethinking the role of the different actors involved in education and training processes and, more in detail, a greater involvement of trade unions in training and development.

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SYSTEM OF EDUCATION IN UKRAINE: ACCEPTING CHALLENGES AND ANALYZING PERSPECTIVES

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Innovation in education is associated with general processes in society, globalization and integration processes. Innovation in education is the process of creating, introducing and disseminating new ideas, tools, pedagogical and managerial technologies in educational practice. As a result, the achievements indicators (levels) of the structural components of education increase, and the transition of the system to a qualitatively different state occurs.

The main goal of introducing innovations in education is the need to respond to the challenge of globalization transformations, environmental problems, and multicultural trends in the world. The current stage of development of education in the world is characterized by a special intensity of reformist processes in the field of higher education, which is conditioned by trends of world development. Within these trends, the reform of higher education systems takes the following common characteristics: decentralization and democratization of governance; the expansion of the autonomy of universities with the simultaneous strengthening of the control of society; emphasis on market models of organization, management and financing of higher education [1].

Reforming of higher education in European countries encounters a significant number of problems that can be divided into four groups:

- internal problems related to the implementation of the main functions of higher education institutions (conducting scientific research, organization of educational process, effective methodological support);
- growth of competitiveness of higher educational establishments;
- level and quality of management of higher educational establishments;
- changing conditions in which higher education institutions operate (financial constraints, the need for a society in continuing education, reducing the number of entrants in European countries).

We agree with the position of S. Opryatny who claims that “[T]he problems mentioned above urge European countries to find new approaches, to create a new policy and legislative framework in the field of higher education” [2].

The educational sphere has developed its market of services, which, like any market, is characterized by rivalry and competition. Today, new approaches to the organization of work of higher educational institutions, flexible management, and vision of perspectives are needed.

Educational innovations have successfully influenced the solution of a complex of socio-economic problems such as elimination of unemployment, crime rate, etc.

A. Sbruyeva mentions presence of a set of the main tendencies in reforming modern educational systems. They are:

- formation of a person who is socially adapted to modern conditions of societal development, is able to function in the world of complex technologies, to coexist with other people and Nature, is able to identify him/herself with the national and human community – these serve as a goal of reform;
- elimination of illiteracy as a leading way to overcome the global crisis of educational systems;
- development of a system of continuing education;
- achievement of high qualitative characteristics of the educational process through the introduction of teaching methods that will promote the manifestation of creative activity and independence of students; devoting more attention to ways of organizing the interaction between students, between a student and a teacher at all stages of the cognitive process;
- reforming the content of education through the introduction of integrated and specialized curricula; an increase in the study time for the study of natural and mathematical disciplines, computer literacy as a compulsory component of education;
- socialization of the individual within the framework of the concept “Education in the spirit of peace, democracy and citizen rights”;
- intensification of trends towards convergence of educational models in developed countries as a result of the development of the global economy, the international labor market [3].

The report of the International Commission on Education for the 21st Century presented by UNESCO addresses four main goals of education: learning to live together, learning to learn, learning to work, and learning to live.

Learning to live together is possible only by realizing the growing interconnection between people, countries, and peoples. This task arises in connection with the need for joint projects and a reasonable and peaceful solution to the inevitable conflicts.

Learning to acquire knowledge in the light of rapid changes is associated with scientific progress and new forms of economic and social activity. A modern person needs to get quite a broad general cultural knowledge with the ability to profoundly master a limited number of disciplines.

Learning to work, that is, to improve in the profession, and in the broader sense – to acquire the competence that makes it possible to solve various life situations.

Learning to live means to learn to better to know yourself for the most complete use of your personal potential.

In the late 80's, most countries in Central and Eastern Europe began the process of reforming educational systems. The analysis of the conduct and direction of the reforms allowed the experts to identify their four types: correction, modernization, structural, system reforms.

Corrective education reforms are part of those global political and socio-economic changes that began in the Eastern European region in 1989. This type of reform was aimed at correcting and correcting exaggeration in the development of educational systems and meant decentralization and liberalization of educational structures, de-ideologization of the content of education, and introduction of new Prince School Policy.

Modernization reforms are aimed at bringing educational systems closer to Western standards. Particularly active reforms of this type were conducted at the level of curricula, writing textbooks and manuals, educational technologies, teaching methods. However, due to lack of funding in many countries the inconsistency in transformation and implementation of reforms went along the path of restoration of organizational forms, without affecting the content of the learning process.

Structural reforms mean the reorganization of educational structures; for example, the structure of school education by means of increasing or reducing the terms of training in primary or part-time secondary schools, the restructuring of the education management system, and the system for improving the skills of teaching staff.

System reforms are the most dynamic type of educational reform; a global character, aimed at changing the educational paradigm and educational policy, characterizes them. They cover not only school/university laws, school/university curricula, and textbooks. One of the long-term goals of their implementation is the change in the internal logic of education and its relationship with other social spheres. System reforms are a consequence and result of political and social-economic changes. They touch upon the key elements of any educational system: the quality of education and its control, the national educational standard, the relationship between education and the market, the system of financing and management of education [4].

The tendencies in modern education in Ukraine can only be determined by analyzing the processes that take place in the state as a complex social-economic system, as well as in the unity with the development of the international educational sphere. Trends in the development of the education system affect all subsystems, including management, which in turn affects its laws. Considering the determinants of the development of general secondary education, one can systematize them in the following way: economic, social, political, market, technological, international.

The main tendencies of the functioning and development of the education system in Ukraine that influence the laws governing the management of educational institutions, regardless of their type and form of ownership, are:

- priority of universal values and humanistic orientation;
- intensification of public and state efforts to bring education to the level of international standards and achievements in this field;
- the formation of national-patriotic morality;

- development of education that is based on the latest psychological and pedagogical technologies;
- departure from the principles of authoritarian pedagogy, leveling the natural individual characteristics of all who study;
- development of non-state forms of ownership of educational institutions.

These most common tendencies in the education of Ukraine give rise to corresponding trend tendencies in all its subsystems: organizational-managerial, scientific, educational, educational, special-pedagogical, vocational-technical, etc.

The most significant tendencies that characterize the functioning of general educational institutions in modern conditions are: the desire to expand the variability of the curricula content, to provide certain profiling in order to adhere to state standards of education; attempts by the leadership of educational establishments to create such complexes as pre-school, secondary and higher educational establishments; implementation of foreign pedagogical technologies (especially in the field of teaching subjects of the humanitarian cycle) in the educational process; expansion of bilateral contacts between groups of pupils and educational institutions of different countries; implementation of the distance education system at all levels; introduction of computer technologies in the learning process.

Common trends in Ukrainian education include inconsistency of budget financing with the requirements of society to the quality of education and upbringing and certain orientation from the authorities of education on self-financing, entrepreneurial activity of educational institutions. One can not ignore trends such as 'aging' of teaching staff, lack of high motivation to enhance professional skills and really creative work. At the same time, the administration board of educational institutions has a tendency to master the technologies of professional management and their implementation in management; however, there may be traced practices that lead to reduction of the level of real democracy in governing and spread of authoritarianism [5].

Consequently, today the indisputable signs of human development are globalization and integration tendencies that have embraced all without a screw of sphere of life. In this regard, the logical characteristic of the 21st century are the search for a universal model of society development that harmoniously combines knowledge and highly effective technologies, traditions and innovations, national characteristics and global trends.

In order to become a full participant in global politics, economics and culture, it is necessary to maintain and develop human potential. Education acts in this process not only as a factor in social progress, but also as one of the most important aspects of the development of society.

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LANGUAGE AND PEDAGOGICAL COMMUNICATION AS THE SUB-SYSTEM IN GENERAL PROFESSIONAL TRAINING

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Close relations between language and culture are obvious. Language is the part of human culture. Both language and culture are the most important distinctive features of society [1]. Culture determines way of speaking and thinking. Language is linked to and interacts with culture on many levels. Being a tool of communication, language makes a bridge to other people and opens access to other cultures, promoting mutual understanding. Language helps people to perceive culture, to form the ability of expressing own thoughts and opinions, to present subjective points of view. Language powerfully shapes people [2].

There are differences in the methods in which language is used [3]. The structure or architecture of speech varies from one personality to another. The conditions “restricted – elaborated code of language” are value-laden for scientists who study language. Restricted code of language is syntactically crude, has short, grammatically simple sentences and restricted vocabulary. Elaborated code of language employs a superior vocabulary, more intricate grammar and syntax and allows abstract thought to be expressed more easily. The difference in language usage is dependent upon individual intellectual development and education. The more educated an individual the more elaborate his language to be used. Educated people have access to an elaborated code of language. This fact places them at advantage intellectually. The lack of elaborated code of language is a barrier to develop intellectual potential.

It is obvious, that contemporary society demands new pedagogical tendencies in education, focused on the globalization of culture, such as to cognize the art of living with other people, to consider oneself a part of the world and to take the place in it. In this content it should be stressed on the problem of language environment and language usage in higher education system. This problem is of great importance now. Language environment influences general professional culture of the student, formation and education his personality traits. One of the destroy factors in language and cultural environment in higher education system is wide usage a strong language in students. The negative influence of this language

on cultural environment is evident. To overcome restricted code of language and strong language in students is one of the actual problems in higher education system.

One of the possible approaches to solve this problem is to address the question about language as indication of the cultural identity of students. Professional, language and cultural aspects are formed a single unit – belonging to certain professional group. The cultural identity of the student we have defined as his understanding belonging to certain professional group, that is formed simultaneously with his professional skills and is showed itself in ability to solve professional problems as well as in corresponding language behavior.

The major method to solve this problem is to create corresponding language and cultural environment in higher education system, the formation of language and cultural competences of students, which include both language and professional components. The major criterion of this competence formation is the personal cultural identity, understanding the fact to what professional group the student is belonged The formation of these competences is considered as the basic to the education of students, as the method to bring up his personality traits and allow students to communicate successfully in his professional sphere.

Language pedagogical communication plays a key role in this competence formation. The role and function of language and pedagogical communication may be analyzed in both professional and social and cultural aspects. Within the context, that is viewed high education as a cultural phenomenon, language and pedagogical communication may be examined as the sub-system in general professional training and is defined as the process of interaction among the teacher and his student, with the help of which student language and cultural competences are formed in order to create cultural identity of students.

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КУЛЬТУРА ЛЕКЦИОННОЙ ДЕЯТЕЛЬНОСТИ ПРЕПОДАВАТЕЛЯ КАК ОСНОВНОЙ ФАКТОР ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ

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В условиях реформирования высшей школы особое значение приобретает развитие обще цивилизационных тенденций развития профессионального образования и инновационных методов преподавания. В то же время лекция как основная форма организации учебной деятельности в условиях высшей школы не утратила своего значения как в зарубежной, так и отечественной практике.

Понятие «лекция» имеет долгую историю, ее появление относится к середине первого тысячелетия до нашей эры.

Слово «лекция» происходит от латинского «lection» – чтение. Лекция появилась в Древней Греции как вид публичного выступления, получила дальнейшее развитие во времена античного Рима и Средневековья. Со времен Демосфена и Цицерона лекция считается основным видом публичного выступления.

В дальнейшем сфера использования лекции распространилась – она стала рассматриваться как вид учебной работы. Яркие страницы в историю развития лекционной формы обучения были вписаны основателем первого российского университета М. В. Ломоносовым. Он считал необходимым систематически и настойчиво учиться красноречию, под которым понимал «искусство в всякой данной материи красно говорит и тем преклонять других к своему об оной мнение». Именно поэтому М. В. Ломоносов рекомендовал лекторам «разум свой острить через беспрестанной упражнению в сочинении и произношении слов, а не полагаться на одни правила и чтение авторов».

Значительное количество выдающихся ученых были хорошими лекторами. Тимирязев писал по этому поводу: «Лектор должен быть не фотографом, но художником, не простым акустическим инструментом, передавая устно почерпнутое из книг, все должно быть переплавлено творчеством».

Как известно, лекция является ведущей формой организации учебного процесса в вузе. По своей дидактической сущности она предстает и как организационная форма обучения – специфический способ взаимодействия преподавателя и студентов, и как метод обучения – устное изложение учебного материала, предусматривает публичное выступление. Указанные особенности лекции как вида учебной деятельности предоставляют возможности рассматривать ее не только как трансляцию соответствующей

информации, но и как своеобразное воспитательное средство при работе со студентами.

По сравнению с другими формами организации учебной деятельности лекция имеет целый ряд преимуществ, способствующих реализации ее воспитательной функции.

Среди них следует назвать следующие:

- лекция – наиболее экономичный способ передачи и усвоения учебной информации – за небольшое количество времени лектор имеет возможность озвучить большой объем важной информации. Лекционная форма организации занятия позволяет выделить, ярко определить и прокомментировать самое главное в информации;

- лекция активизирует умственную активность слушателей прямо в аудитории при слушании и конспектировании материала, способствует процессам анализа, синтеза и обобщения научной информации;

- лекционная форма работы предполагает непосредственное общение лектора с аудиторией, соответствующие отношения между ними, воспитывает личностные качества студентов.

Каждая лекция выполняет функцию трансляции своеобразной культуры – культуры лекционной деятельности, включает в себя культуру речи лектора, экспрессивность его речи, личностную заинтересованность лектора проблемой и формирования заинтересованности аудитории, уважительное отношение к студентам, общий вид и стиль поведения лектора.

Лекция – вид публичного выступления, поэтому уровень его успеваемости следует рассматривать как соответствующий результат организации лекционной деятельности, ораторского искусства лектора. Хорошая лекция – своеобразное произведение ораторского искусства, требует соответствующего уровня подготовки.

Именно поэтому культуру лекционной деятельности преподавателя следует рассматривать как один из основных факторов формирования профессиональной подготовки студентов в условиях реформирования высшего образования.

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VI. INNOVATIVE METHODS OF TEACHING ENGLISH AT HIGHER AND SECONDARY EDUCATION ESTABLISHMENTS

ESP COURSES IN UKRAINE TERTIARY EDUCATION: NEW CHALLENGES AND OPPORTUNITIES

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Abstract. *The paper analyses the current demands and priorities in ESP teaching in tertiary education. The factors influencing the relevancy and efficiency of ESP courses to meet the challenges of modern education and the demands of the international labour market are under consideration.*

Key words: *English for Specific Purposes, educational environment, syllabus design, Content and Language Integrated Learning, team-teaching strategy, blended learning*

Introduction

From the early 1960's, when English for Specific Purposes appeared as a demand for an international language which had to be able to provide effective communication under the expansion in scientific, technical and economic activity, it has made a long way. Having experienced several stages of development, it has become one of the most significant areas in EFL teaching in tertiary education. Every new stage of ESP development was the result of learners' new goals and appropriate functions they were supposed to perform in their future professional career.

To meet modern challenges of tertiary education and the demands of the international labour market, most Ukrainian higher education institutions have introduced ESP courses and given them the priority. Being introduced into students' curriculum, they focus on training competitive professionals who will be able to cope with all the tasks in their professional career in multinational global environment using the knowledge gained during the years of study, or to continue successfully their study joining the world educational environment. With such language acquisition, students can participate in different programmes of academic mobility or be involved in international research projects.

No matter what stage ESP development we mean, the most important considerations have to be given to its difference from the general ESL courses, the analysis of learners' needs, the design of appropriate syllabus, the role of a teacher and the most effective approaches to the target language learning and the selection, tailoring and development of appropriate materials. The analysis of all these

aspects are still important for Ukrainian tertiary education institutions as Ukrainian students obtained new opportunities to be mobile in their education and enter the international employment market not so long ago. Therefore, it is reasonable to investigate what has changed in ESP teaching and what it is necessary to take into consideration to make it of particular value for Ukrainian students.

THE STAGES IN ESP DEVELOPMENT

Before defining the main priorities in teaching ESP at present, it is necessary to do some retrospective analysis of the main ESP stages recognized by most linguists. In *English for Specific Purposes: A Learning-centered Approach*, Tom Hutchinson and Alan Waters mentioned five phases that ESP has undergone. Each of these stage has its own peculiarity. The first stage was based on the concept of special language, which meant that language varies in relation to the field it is used. The task was to identify the grammatical and lexical features of the registers. Tom Hutchinson and Alan Waters pointed out that ‘The aim was to produce a syllabus which gave high priority to the language forms students would meet in their Science studies and in turn would give low priority to forms they would not meet.’ [1,10]. The first phase of the register analysis-based syllabus was followed by the second phase which was closely connected with the field of discourse and rhetorical analysis. The accent was put mainly on how sentences were combined in discourse to generate some meaning. The third phase of target situation analysis supposed to create an ESP course which would make learners able to perform adequately in a target situation. The concept of needs analysis was prevailed at that time. The fourth stage of skills and strategies was not focused on the language itself but on the thinking processes involved. According to Tom Hutchinson and Alan Waters ‘The principal idea behind the skills-centred approach is that underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse.’

[1, 13]. The final fifth phase of ESP development stated that the ESP course must be based on an understanding of the processes of a target language learning.

CURRENT STATE OF TEACHING ESP IN TERTIARY EDUCATION IN UKRAINE

Having considered what ESP teaching was focused on in different phases of its development, it is easier to examine its present state of teaching in Ukrainian higher education institutions.

The first consideration of ESP teaching has always been about what differs ESL courses from traditional general English ones. Answering this question Hutchinson in 1987 stressed that ‘in theory nothing, in practice a great deal’. Nowadays, modern business trends demand from an ESP learner to be very flexible. The graduates majoring even in technical fields, who were mostly focused on reading special literature in the past, nowadays are supposed to be effective communicators. They should be able to deal with business correspondence, actively participate in discussions, negotiate, etc. It means that both approaches, ESP and general ESL should use the same methods and techniques to develop

equally and simultaneously all four language skills. In some curricula in Ukrainian institutions ESP follows the short course of general English. It seems to be logical, as students by the time they start learning ESP have already managed to gain some professional knowledge from their subject courses. But even at the stage of general English learning ESL teachers should not ignore the future professional interests of their students. Being aware of the necessity to take them into consideration, general English teachers try to build their syllabus in such a way that the ESP course can be a logical continuation of their own, at least, choosing appropriate content to work on. Therefore, it means that both approaches, ESP and general English, taught at higher education institutions have become closer and interrelated with respect to the final goals of education.

The second consideration of ESP teaching is the analysis of learners' needs. In comparison with previous phases, the current phase demands for very deep and thorough research. As Tony Dudley-Evans highlights, 'The establishment of needs is based on the activities that the learner has to perform in English, but this is only the first step; once we know which skills are needed and what activities learners will be engaged in, we need to carry out a more focused analysis of the genres and language involved in each of these skills and activities [2, 5]. At present, an ESP teacher should take into account not only the content of materials taught to equip the students with particular knowledge, but what the future graduates are expected to do in their working places. For instance, establishing the needs of engineering students, it is worth taking into consideration how the profile of an engineer has changed. In the 19th century and the first half of the 20th century it was a professional engineer, the second half of the 20th century brought onto the stage a scientific engineer, while the 21st century expects the appearance of an entrepreneurial or enterprising engineer on the labour market. The entrepreneurial engineer of the twenty-first century should be highly qualified professional, ready to find, evaluate and use all necessary information very quickly, acquire the tools of learning and use these tools proficiently, understand global and current issues necessary to work effectively, be excellent communicator and possess the managerial skills to identify needs and come up with new solutions. All these aspects should be taken into consideration while a proper ESP course is under development.

The design of an appropriate ESP course is a really complicated process. It must be developed on appropriate content with respect to required skills a learner has to gain to perform professional duties and to meet the demands of modern employer. Therefore, it should be based on the principle of Content and Language Integrated Learning. This task can be successfully achieved by the implementation of a team-teaching strategy which supposes teamwork of language teachers and content instructors proficient in the context of the study field. In addition, modern ESP courses should be designed with consideration to the opportunities of blended learning providing the possibility to combine online digital media with traditional classroom methods. And finally, the course must be

highly motivating and properly adapted to the demands of learners with respect to their language proficiency and course final expectations.

The crucial role in ESP teaching belongs to the selection and development of appropriate materials as they equip the learners with new professional knowledge through a target language. They cannot be selected randomly, as they have to develop simultaneously language skills and professional awareness. All materials must be authentic, relevant, interesting and motivating. A special consideration should be given to special vocabulary content since it presents the main concern of ESP learners' needs. ESP textbooks cannot meet all the challenges of modern education and provide students with realistic examples of future professional tasks, it is reasonable to supplement them with professional literature, lectures, demonstrations and presentations on the issues studied. A lot of materials can integrate the development of two or more language skills.

The role of an ESP teacher has changed significantly, and become very important, as they have to integrate a number of different functions. Now they are not only special language providers and trainers, they are experienced facilitators being able to motivate their students and develop their professional knowledge through a target language. They have to be effective collaborators and work creatively with subject area teachers. They should use a great diversity of modern effective language learning techniques and methods and show how to use these approaches in the most effective ways.

Conclusions

To sum up, it should be noted that ESP teaching in Ukrainian universities must be sensitive to new challenges of higher education and the demands of highly competitive international labour market. To prepare proficient graduates who could be able to cope successfully with all the problems in multinational business environment, higher education institutions should use a wide range of modern strategies and methods and design ESP courses, which can be an integral part of students' university curricula.

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INTRODUCING GEOGRAPHY INTO THE ENGLISH CLASSROOM

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Geography as a set of knowledge rarely attracts attention of the teachers of English. However, it may confirm the most productive of modern approaches to teaching English – CLIL (an acronym for Content and Language Integrated Learning). It is an approach to teaching when learners gain knowledge and understanding of the subject while simultaneously learning and using the target language.

It is important to notice that ‘content’ is the first word in CLIL. This is because curricular content leads language learning. Learning about geography involves developing knowledge and understanding of: where learners live; other people and places; how people and places interrelate; the significance of location; human and physical environments; causes and consequences of change; explaining geographical patterns and processes.

Teaching geography may become a powerful tool not only in terms of vocabulary development, but also as a basis for thinking development.

Geography promotes such thinking operations as Cause-and-Effect and may be coupled with such topics as Animals, Food, National Cuisine and Pastimes.

Therefore teachers of English have to know the specific academic language that learners need in order to question and explain, to analyse and evaluate evidence, to make conclusions and justify them. Teachers have to present the language of geography and help learners notice key grammatical patterns as well as key content vocabulary. By doing this, learners can effectively communicate their knowledge of geographical concept.

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ON-LINE STUDIES (INTERNATIONAL MARKETING COURSE BY CANADIAN COLLEGE OF ENGLISH LANGUAGE, VANCOUVER)

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International Marketing introduces an essential component of international trade: effectively marketing products and services in the global market. Advances in technology, such as the Internet and telecommunications, now allow small-to medium-sized businesses to successfully pursue international marketing. How do these companies achieve a sustainable competitive advantage in the global market? Profitable companies have researched their target audience – they know who they are, what they need, what they believe and what they are prepared to buy.

If a company attempts to sell its products or services internationally without knowing its target audience and competitors, the company's chances of making a profit are slim. Research is integral to success in the international market. By the end of this course, the students will know what to research and where to begin. If they have already started their international marketing research, this course will ensure they are going in the right direction. If the company is already participating in international trade, but with little profit, this course will help determine where you need to focus your time and money to achieve success in international trade.

It is important to know how your domestic and international markets differ. The marketing principles remain the same, but how you approach your international customer is dependent on cultural, political, legal and regulatory factors. Profitable international marketing is all about using the right promotional strategies for your target audience. These can range from traditional print-based advertising to the latest web-based advertising tools. You will need to learn which pricing strategies will work best for your company and how you can use personal selling to win and keep your global customers.

This course will guide you through the steps you need to take to prepare for selling your products or services to the international customer. One of the most important tools for achieving international success is a well-researched and evolving international marketing plan. The goal of this course is to enable you to prepare an effective international marketing plan for your company.

It will undoubtedly lead to more effective strategic decision making and will enable you to consider all of the potential challenges of investing in international markets.

International Marketing Course Objectives

- Identify the main principles of marketing
- Describe international marketing
- Explain how to use market intelligence, promotional strategies and e-marketing for global success

- Recognize the influence of cultural, political, legal and regulatory considerations on the international market environment

- Explain why companies would adapt their product or service for the international market

- Identify how to use marketing, pricing and personal selling strategies to achieve international marketing goals

- Prepare the international marketing plan

International Marketing. Course outline.

Chapter 1: Principles of Marketing—Customer comes first

Chapter 2: Home and Abroad—What's the difference?

Chapter 3: Target Market Research —Improve your aim

Chapter 4: Promotional Strategies—Get the message out

Chapter 5: E-Marketing—Using the Internet to sell, sell, sell

Chapter 6: Cultural Considerations—Don't chew gum in Singapore

Chapter 7: Political, Legal and Regulatory Considerations—Read the fine print

Chapter 8: Adapting Your Products or Services—Does the shoe fit?

Chapter 9: Reaching the Market—Get from here to there

Chapter 10: Pricing —Ka-ching!

Chapter 11: Penetrating the Market—Seal the deal

Chapter 12: The International Marketing Plan—Know where you're going

Students are taking exam at the end of the course or submitting course project to get final marks. Requirements for course project is given below.

Course project. The International Marketing Plan.

The evaluation of your competency in International Marketing is done through your submission for this course, i.e. an International Marketing Plan. The plan must be for either the company you work for or a fictitious company of your choice. It must take an existing or new product or service from the country of your choice into an international market which is new to the company.

Submission Format

1. Please submit your project (International Marketing Plan) electronically (.doc or .pdf). Paper-based submissions are no longer accepted. Include all parts in a single document or zip-folder.

2. The title page must contain the name of the company, the product or service, the course title (International Marketing) and the student's name who prepared the international marketing plan. Please include the training institute.

3. The acceptable fonts are Times New Roman (no smaller than 11pt) and Arial (no smaller than 10pt). Line spacing must be 1.5.

NOTE: The International Marketing Plan must not exceed 25 pages (excluding title page, table of contents and appendices). Points will be deducted for additional pages according to the following scale:

- 1 – 5 additional pages: 2 points
- 6 – 10 additional pages: 4 points
- 11 – 15 additional pages : 8 points

- Over 16 additional pages : 10 points

Evaluation Criteria

Executive Summary—5 marks

Summarize the content of your plan and the important aspects. No more than one page is sufficient.

Description of Product or Service—10 marks

Describe the nature and use of your product or service; features, benefits, proprietary issues, required modifications (if applicable), etc.

Rationale for Selection of Country and/or Market—10 marks

Describe the target market you have selected. Explain why it is an appropriate market for both the company and the product or service you are offering.

Market Entry Rationale—10 marks

Describe your strategy to enter the chosen market.

Legal/Political/Cultural Impact —10 marks

Describe the legal, political and cultural factors that could impact your international marketing plan such as political stability and business climate, religion and culture, tax system, effects of tariffs, exchange regulations, packaging/labelling, etc.

Rationale for Pricing and Promotional Mechanisms—10 marks

Describe the targeted clientele and the marketing strategy to enter the chosen market. Describe the opportunity in terms of product, price, place, promotion, people, and after-sales service.

Rationale for Logistics Mechanisms—10 marks

Place: in terms of shipping method and terms; outside resources, warehousing, distribution systems, methods used by competition, etc.

Conclusion and Action Plan—5 marks

Tie the information together in a logical manner. Draw on the information contained in the plan to support a decision that this is the best country to move forward with. You should use both quantitative and qualitative information to support the decision taken.

Overall Format of the International Marketing Plan—15 marks

- Pay attention to spelling and grammar. The plan must be clear and not lead to confusion.

- When using statistics or information from outside sources, footnote the information on the page where the information is used.

- The occasional use of pictures, tables or graphs is recommended (for illustration purposes) and helps with the visual appeal.

- Remember that you are being tested on your knowledge of the principles of international marketing and your ability to demonstrate your understanding through the marketing plan.

Bibliography

Demonstrate the time and effort spent on research by providing a sound bibliography. List all the sources used in the preparation of your marketing plan.

Appendices

Provide outside justification for the information contained in the body of the report. Include Appendix titles in the Table of Contents. Avoid direct downloads of data from the Internet.

MOST IMPORTANT

Plagiarism is NOT tolerated. Evidence of plagiarism will result in a failed examination.

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DRILLS AND DIALOGUES

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Drills and dialogues are among the most traditional materials used by language teachers. The content of drills and dialogues and how much we use them has changed considerably over the years. This is because teachers and materials developers have been paying more and more attention to ways of providing students with meaningful materials and content that allow them to engage in “real” communication. Role plays and plays, which are often forms of extended dialogues, are part of the repertoire of practice activities and materials.

A drill is “A type of highly controlled oral practice in which the students respond to a given cue. The response varies according to the type of drill.” [3] Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. Drills have been much maligned for their behavioristic, stimulus-response nature and for the mechanical, repetitive practice they provide. In classrooms that use the audiolingual method, which became popular in the 1950s, drills are basic to language teaching.

Many of us know that drill-based lessons are not always particularly stimulating. In fact, you may remember language drills in which you could accurately respond in the drill without knowing what you were saying. There’s a joke among language teachers: “Dictionary definition: Drill—a device for boring”. However, drills do respond to the learning style of those who learn well through memorization and repetition.

Drills can be useful teaching-learning material because they provide practice of small, manageable chunks of language. This helps to build confidence and automatic use of structures and expressions that have been drilled. Also, they can

be part of a teaching or learning sequence that progresses from more towards less controlled practice.

Mary Spratt notes that drills can be either mechanical or meaningful. Mechanical drills are controlled by the teacher who provides drill cues to which students respond. These drills can give beginning students a chance to articulate the new language fluently. Meaningful drills are controlled by the teacher as well as by the students who must understand the drill cues in order to respond. Meaningful drills are more desirable than mechanical drills because they provide a reason for speaking and are thus more engaging and motivating. Spratt points out these requisites for meaningful drills:

- They should look like real language, containing hesitations, proper social reactions such as exclamations, questions, or comments that require a response. They can even consider register and nonverbal elements.

- The response should not be totally predictable; a variety of responses should be incorporated.

- They should involve genuine reactions between or among the speakers.

- They should be purposeful and based on topics of relevance to students

- They should be sufficiently controlled and allow the teacher to observe how well learning has taken place.

- They should allow for sustained language practice.

A drill is a drill is a drill, right? Not so! They come in various forms—repetition drills, substitution drills, and transformation drills are among the main types. Each type of drill can be meaningful or mechanical, depending upon how you develop it. We will explain several types of drills on the following pages.

It is best to do mechanical drills before you begin meaningful drills, which are more difficult because students have to provide information in addition to the correct language form. Meaningful drills still involve repetition or substitution of structures in response to prompts, but they are more relevant and motivating. This is because students have to think about and understand what they are saying and express meaning through their responses. Because meaningful drills are somewhat unpredictable, they are more like real language so there is more reason for students to listen attentively than during practice with mechanical drills.

Spratt suggests that you can make drills meaningful by using pictures to provide meaning or by giving students choices in their replies to cues. Allowing students choice means they have to think before they comment. Choice can mean allowing students to add something personal to their responses as in the example below. Use the truth principle—students must respond with a true statement about themselves. Even with this principle in mind, it is important to remember that drills are materials for providing controlled practice. A meaningful drill is designed to exert enough control over students' production to minimize errors but also to provide no more control than is necessary.

Here are some additional tips for developing drills.

- Base your drill on your objectives.

- Whether you are using mechanical or meaningful drills, it is important that your drills are relevant to your learners' real experience and knowledge.

- Include opportunities for students to accurately use the target form or expression in your drill. Ensure that the target for the practice is central and that you develop the drill in a way that students must say it correctly.

- The structures being practiced should reflect authentic use. Although it is sometimes necessary to isolate and simplify language in order to focus on a particular point, older textbooks sometimes included drills and dialogues that taught students to respond in unnatural ways in an attempt to provide practice of a particular structure.

- Whatever type of drill you develop, limit the vocabulary to common words that don't distract students from making the statements or the substitutions.

- Develop the drill in a way that you can check students' progress and understanding as they participate in it.

- Limit your drill to between 15 and 20 sentences.

When presenting drills, provide students with a written example on a handout or on the board or as a transparency. Model the drill with another student, or have two students model the drill for the rest of the class. If you are conducting the drill, observe student responses carefully to assess learning. If students are working in pairs or groups, circulate and observe, assisting where necessary. Be sure to end the drill before it becomes tedious. You can do a follow-up, especially to meaningful drills, by having each student write up the drill as a dialogue.

Drills are often presented with the teacher at the front of the class and the students responding. You can add variety by tossing a ball or beanbag to the student who is to respond. This keeps everyone alert because they cannot anticipate who will be called on next. In a question-answer drill format, the student who receives the ball responds to you and then asks a question of the next student who is to receive the ball.

Chain drills also add variety. Rather than having all the students repeat the same thing, have students sit in a circle or semicircle. Then have one student ask the next student a question to which he or she responds as in this example of a class of five students. If you have a large class, you can have several circles of up to ten students doing this activity while you circulate. Note that you start by modeling what is expected.

Dialogues are popular activities in ESL textbooks for a number of linguistic as well as cultural reasons. You can use or adapt dialogues to:

- demonstrate grammar in context

- facilitate conversation—This may parallel grammar instruction, but also gives specific language practice, for example, use of gambits and formulaic expression or language. Gambits and formulaic expression or language are common phrases or multiword units found useful in developing fluency in both adults and children [4].

- provide recreation such as a skit—These dialogues are bridging activities that provide spontaneous use of learner knowledge.

Dialogues usually present spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them. Dialogues are primarily used to provide speaking practice but can also develop listening. You can use dialogues to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture. You can also work with students to analyze written dialogues for any of these features. Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological features. Like drills, they are usually materials for guided, rather than free, language practice. You can combine dialogues with writing by having students make comics with pictures and bubble dialogue boxes to fill in. You may develop longer dialogues to provide a stimulus to problem solving and discussion about a topic.

You will find standard printed dialogues in many textbooks. You may find, however, that a textbook dialogue is not appropriate for some reason. For example, the expressions used are British and not what is heard in your teaching context, the language used does not sound natural or authentic, or the dialogue contains too many complex structures or difficult words. You may also decide to teach language for a situation that is not found in your textbook or personalize the dialogue to your students' needs and interests. These are instances where you will want to adapt or write your own dialogues. Here are some points to keep in mind when writing or adapting dialogues for students to practice.

Here are different ways of presenting dialogues:

- Students look at a picture that provides the dialogue context. Ask students what they think the people are saying. Repeat back in correct English what the students generate.
- Students listen to the dialogue and report what they hear.
- Students are given the text of the dialogue. Let them listen to the dialogue again, this time reading it as it is presented.
- The teacher explains and demonstrates meanings.
- Students repeat the dialogue in unison. You can divide the class in two halves for further practice. Or you can be one speaker, and the students can be the other speaker.
- Students practice the dialogue in pairs.
- For literacy students, one way to present a dialogue is to make one card strip for each sentence in the dialogue and use two different colors, one for statements and another for questions [1].

We use standard utterances in many situations, such as greetings and leavetakings, and accepting and refusing invitations. Dialogues can be useful for learning this kind of language. However, their usefulness is limited because the text is predetermined so students don't create their own responses as they must do in real life.

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PRESENTATION. THE MAIN RULES AND CONDITIONS FOR SUCCESSFUL PRESENTATION

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Presentation skills are among the most vital skills of the 21st century. The presentations which are used in Ukrainian environment frequently do not follow the international standards but they are the only guide the PhD students have. Nowadays Ukraine is entering the global society, therefore, our scientists more and more frequently come in contact with representatives of different nationalities possessing their own values, cultures and models of a "good presentation". To be successful in international context you should be aware of the possible challenges you could face presenting in front of the people who belong to different nationalities.

The professional development is one of the main problems for nowadays. A lot of scientists have been researching this problem for long period of time. These are such scientists as V. Bykova, D. Kagan, A. Khutorskiy, V. Kukhareno, B. Shunevich, V. Tikhomirov, M. Yevtukha and others.

As it is noted in pedagogical and psychological sources presentation is a formal talk to one or more people that "presents" ideas or information in a clear, structured way. According to the experts' opinion, 50% of all the presenters' mistakes are made at the preparatory stage. It is said that if you fail to prepare, be prepared to fail. So preparation and practice is the background of any effective presentation. First of all you have to study your audiences' expectations of a good presentation and put the content in the style which matches these expectations and reaches your objectives.

So coming back to the preparation process first of all to decide what type of presentation we are going to give. There are several types of presentations. These are: press conference, briefing, demonstration, product launch, lecture, talk, seminar, workshop.

Doing the presentation we have to remember about the main rules of a successful presentation. First of all it should be found out about the audience: how

many people there will be, who they are, why they will be there. After that it is necessary to find out about the venue and the facilities: the room, the sitting plan, the equipment. The other very important rule is to plan the content and structure and write notes on sheets of paper. A lot of Methodists advise to try to memorize the first five sentences of your talk. Preparing visual aids such as pictures, diagrams will help to be a successful presenter. When the presentation is ready it is good advice to rehearse your presentation with friends or colleagues.

The structuring of a presentation is one of the main point in preparing it and to make it interesting and cognitive for students. As you see from the time of famous Greek speakers all presentations consist of three parts and follow the model which is demonstrated on figure 1. At each part of the presentation special presentation language is used which you will see in your handouts for consideration and using.

It should be noted to students that just after that the presenter has to concentrate on the structure of his/her talk and start with an introduction. Every good introduction contains some integral parts.

When the teacher welcomes the audience, he or she establishes contact and makes the first evaluation. Saying who he is the teacher intensifies the contact and sets roles. To mention the topic is needed for people to perceive the information. When it is highlighted the relevance of the topic it gets the audience interested and grip the attention. When the teacher informs about the structure he or she makes it easier for the audience to follow him or her. Mentioning the time of the talk the audience is guided and prepared for a certain time of listening. And when the teacher inform about the question policy he or she again guides the audience and makes it comfortable as for asking questions and using handouts.

It is very important to get the audience attention at the introduction stage. There are some recommended techniques to get the audience attention, to make the introduction memorable and vivid. These are such techniques as ask a rhetorical question, start with an interesting fact, tell them a story or anecdote, give them a problem to think about.

So the problem of getting the audience attention leads to the challenges presenters can face in an international environment. As it has been already mentioned, people can have very different ideas about what makes a good presentation.

Here are nine key questions to answer before the presentation.

- 1 How will my presentation benefit the audience?
- 2 What is the role of the audience?
- 3 What is my role as presenter? Am I expected to be an expert with all the answers?
- 4 How far should I focus my presentation on action (what has been done and what is to do) or analysis (what is known and what is to find out)?
- 5 What is my audience's attitude to structure and organization?

6 How much time should I spend at the beginning on a personal introduction?

7 How far does my audience expect information? How far is entertainment demanded?

8 How good is the English of my audience?

9 Which decisions will my presentation support? Who is the decision maker?

The next part of any presentation is the main part. It can consists of such subparts as: briefly state your topic again where it should not be forgotten that people's quick memory is 7+-2 sentences; signal the audience the moving to the next issue using signposting language. Signposting language helps to move from one part of the presentation to the other and explain the audience where they are at the moment.

The next important issue of any presentation is visuals and different way of preparing and describing them. It should be highlighted that multimedia resources available to presenters nowadays are increasing. In the past it was only blackboard and sometimes overhead projector. Now every presenter can master PowerPoint with audio and video slides, links with the Internet and connection with people in the other part of the world.

The next important part of a presentation is conclusion. Some experts say that a memorable conclusion is even more important than a good introduction. As a psychologist Prof. Eisenberg noted people remember those message which are important for them and which are repeated often enough to allow transfer to our long-term memory. Therefore, a good conclusion needs a repetition, a summary of the content and a focus on the most relevant issue, the concluding statement. It should not be forgotten about the most important elements of the conclusion. These are signaling the end of a presentation, summarizing the main points, recommending or suggesting something, inviting questions.

It should be considered is the question phase of a presentation which many teachers who have to do public speaking believe to be the most challenging part of the presentation procedure. Practically, this part cannot be prepared. Of course, it is possible to anticipate questions if you know your audience well but frequently reality brings surprises. Giving positive feedback it should not be overused the phrase "It's a good question", "It's a wonderful question". Dealing with questions the teacher should remember about such things as: Listen carefully and make sure you have understood the question correctly, ask for clarification or reformulate the question if necessary, if you want to postpone the question say why politely, if you do not know the answer say so and offer to find out, answer the irrelevant questions politely but briefly, check that questioner is satisfied with the answer.

Perhaps someone's question will raise an issue you don't want raised! It should stay positive at all times. Difficult or 'wrong' questions can be useful, even when they're challenging the teacher. It's an opportunity for the teacher to learn the different opinions and perspectives of students from other cultural backgrounds. can face with. Be sensitive to the fact that in some cultures audiences will find.

It is very important for perception of the presentation by students and encourage them to develop professionally is the delivery or non-verbal communication. Experts say the way you present of is sometimes even more important than the content. Albert Mehrabian is frequently quoted during discussions on non-verbal communication. His research in 1950s revealed the importance of body language and voice when presenting. He judged that the total impact of a message is about 7% verbal (words only), 38% vocal (including tone of voice, etc.) and 55% non-verbal. International presenters often underestimate this aspect.

Focus the attention on speed of speaking, fast speakers in some cultures may look energetic and dynamic, but for other cultures they may look individualistic, aggressive and arrogant. Slow speakers may seem analytical for some cultures but for others – uncreative and boring. The best model is to speak faster when explaining and slower when making key points.

In conclusion it should be emphasized that teachers who do the presentation should be well prepared, know the rules of presentation structuring, the techniques of preparing and presenting visuals as well as be aware of non-verbal communication.

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FROM TRANSFORMATIVE LEARNING TO TRANSFORMATIONAL TEACHER

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At present, a new level of requirements is presented to the personality of the teacher of a modern higher education institution. The condition for the effectiveness of pedagogy in a modern university is the level of culture of the teachers themselves. The higher educational institution should form the student's understanding that his appearance, clothing, manners, methods of communication, speech style have a certain social and cultural value, they are important for the future professional activity of students and graduates.

To the personality of the modern teacher, special demands are made in connection with the complexity and importance of the problems and tasks solved by him, the multifunctionality of pedagogical activity, social responsibility, etc. The teacher is the key figure in the pedagogical process of the higher school, he

has a strategic role in the development of the personality of the student in the training process. The current situation in the sphere of education requires the development of a new structure - transformative learning.

Transformative learning is a theory in pedagogy that says that the process of "perspective transformation" of an individual has three dimensions: psychological (changes in self-understanding), value (revision of the belief system) and behavioral (changes in the style of life) [1, c. 264].

The role of the teacher is to help students be aware and critical of the allegations. The teacher should create conditions for the learners to understand their belief systems. To this end, the teacher encourages the redefinition of problems from various points of view [2, c. 6].

The goal is to create a community of students who are "united by a common experience of trying to create the meaning of their life experience" [3, c. 18].

Teachers should provide opportunities for students to participate effectively in discourse. This discourse includes an assessment of the reasons hidden behind contradictory interpretations through a critical examination of evidence, arguments and alternative points of view. Students have the opportunity to test how and what they understand, as well as the possibility to develop the ability of informed judgments about their beliefs [2, c. 9].

The role of teachers is also to establish goals in which autonomous thinking is included. This is possible through the education of critical experience and thinking of students through discourse. Also, the teacher's responsibilities include the development of opening learning through the use of methods such as educational contacts, group projects, role-playing games, case studies, and simulation. These methods simplify transformative learning by helping students learn concepts in the context of their lives and analyze the validity of new knowledge [2, c. 10].

The role of the teacher in the formation of an environment that builds an atmosphere of trust and care and simplifies the development of sensory relationships among students is the fundamental principle of the education of transformative learning [4, p. 16].

Transformational teachers share best practices, build mentoring relationships, observe their peers, keep things fresh, model their subject's usefulness, and demonstrate caring beyond what they teach.

However talented, no one is a natural-born teacher. Honing the craft takes significant care and effort, not just by the individual, but also by the school (college, university) at large. Though experience does matter, it matters only to the extent that a teacher -- regardless of how long he or she has been in the classroom -- commits to continued professional development to refresh his or her status as a transformational teacher. Along those lines, even after thirsty years in the classroom, I don't claim to be beyond criticism -- not in the least. Still, I wish to offer some advice on constantly striving toward perfection, however elusive that goal will always remain.

Constantly Share Best Practices. As a first step, work toward recognizing that, no matter how long you've been in the classroom, there will always be someone else who's more effective at a certain facet of teaching. When I started my teaching activity - I never hesitated to ask the opinion and advice of experienced colleagues and thus improved the planning of classes taking into account their recommendations. Moving forward, I felt more confident and comfortable about asking that colleague for help with providing quality written feedback, which he excelled at doing.

Find a Trusted Mentor. No matter how much experience you have, it's crucial to find and rely on a trusted confidant. As a new teacher, I spent countless hours chatting with colleagues about best practices and where I feared that I might have fallen short. Not once did they pass judgment on me, or suggest that whatever I had done (or failed to do, in certain cases) was beyond repair. Instead, they offered thoughtful advice on how I might do things differently. No matter the subject, I value hearing fresh perspectives from new and veteran teachers about becoming even better at my job. Nobody has a monopoly on good ideas.

Commit to Classroom Observations. I do my best to observe other teachers in action. This year, I benefited from attending seminars and practice at Cambridge English language school in Zaporozhye, where I received invaluable experience with teachers who have CELTA certificates in order to cultivate a more relaxed but effective learning environment. In turn, I tried to find a similar balance in my English classes, which helped students feel less afraid to share ideas and learn from mistakes.

Change Things Up. I also observe other teachers to see how they change things up, especially when I get too comfortable in a routine. It's certainly easier to teach the same books and content each year, but it's also incredibly boring, which can lead to burnout. Now I try to update part of my English language training program, both for technical and humanitarian students, to work more on interactive tasks, to inspire students to express their own opinions and thoughts more.

Model the Usefulness of What You Teach. In line with changing things up, I'm always looking for new ways to model the usefulness of what I teach. More than ever, I find that students want to know how they can apply what they learn in the classroom to the real world. I try to de-emphasize rote memorization in favor of activities requiring clear, analytical thinking -- an essential tool for whatever students end up pursuing in college or as a career. It seems less important in the age of Google to assess how much students know. Instead, I'm significantly more concerned with how much sense they can make of all this information so readily available to them. In all of my classes, I also make it clear that knowing how to write well will play a significant role in their future success.

Caring Beyond What You Teach. To motivate my students toward success, I strive to show that I care about them beyond the classroom. We annually organize English Week, where students can compare their knowledge with students of other specialties and faculties. Within the framework of this event, we hold student conference "Science Looks Ahead", where participants make presentations

on innovations in their industry, exchange opinions, and debate about their future career. The winners of the university tour go to the All-Ukrainian tour of the Olympiad, where they meet with students from all over Ukraine, receiving invaluable experience of communication and competition.

The most transformational teachers that I know have a deep understanding of how their role transcends far beyond any subject that they're teaching. Such

Pedagogical activity is a process of constant creativity. But unlike creativity in other spheres (science, technology, art) the creativity of the teacher does not aim to create something socially valuable, new, original, because his product is always the development of the individual.

Of course, a creative teacher who works creatively set up his own pedagogical system, but it is only a means for obtaining the best result in the given conditions.

So, high school teachers should demonstrate a high level of professional competence, pedagogical and psychological culture, possess practical skills and skills that will help build relationships with students, will contribute to personal development and the professional development of students.

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TEACHING SPEAKING AT HIGHER EDUCATIONAL ESTABLISHMENTS

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Modern methodology has a wide variety of methods and principles. They have both advantages and disadvantages. So, it is very important to find the right one, the one that will help you to achieve the best results. English is the third most widespread language in the world. It is the most widely learned language. There are more people who have learned it as a second language than there are native speakers. English is the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand, and it is widely spoken in some areas of the Caribbean, Africa and South Asia. It is a co-official

language of the United Nations, of the European Union and of many other world and regional international organizations. Nowadays the changes, occurring in our country have raised people's desire to learn the language, in order to become a full member of European society. Lack of motivation is very low now, thus people of all the ages show a huge desire to master the language. Most of them are looking forward to acquiring such a level in knowing language when he / she has certain basic skills of a foreign language and will possess all the qualities necessary for self perfection of knowledge in it. Some of them need foreign languages to be able to communicate in everyday life, the other – to be effective in profession and adjoining spheres of activities. So, the results of their learning a foreign language are to be factually learned knowledge and competencies, personal development, selfdependence and creative search, an ability to continue learning the language on a higher level. To realize this task it is necessary to organize educational process in such a way so that it assists in effective realization of people's aims in learning foreign languages.

As for teaching students it should be effective first of all. Part of being a successful teacher for students involves understanding how they learn best. Students have special needs and requirements as learners.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Students feel that classroom-based speaking practice does not prepare them for the real world. Why do students so often feel that listening and speaking are their biggest problems? Partly because of the demands of listening and speaking and partly because of the way speaking is often taught. It usually consists of language practice activities (discussions, information-gap activities etc.) or is used to practise a specific grammar point. When teaching spoken language, we should focus on teaching longer transactional turns. This is because native speakers have difficulty with them and because students need to be able to communicate information efficiently whether in their country or in a native-speaker country.

When we teach students speaking, we teach them to:

Produce the English speech sounds and sound patterns

Use word and sentence stress, intonation patterns and the rhythm of the second language.

Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

Organize their thoughts in a meaningful and logical sequence.

Use language as a means of expressing values and judgments.

Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Now many teachers agree that students learn to speak in the second language by interacting. Communicative language teaching and collaborative learning are the best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. Teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Common methods of teaching that are used to improve students' speaking are:

Role play. One method of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulations. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second they increase the self-confidence of students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Pair work. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Pair work activities serve many purposes such as solving a problem or collecting information.

Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners give ideas quickly. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling. Students can tell a story they heard from somebody before, or they may create their own story to tell their classmates. Story telling develops creative thinking. It also helps students express ideas. Students also can tell riddles or jokes.

Interviews. Students can conduct interviews on selected topics with various people. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class.

Story Completion. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a

story, but after a few sentences he or she stops. Then, each student starts to develop his or her own story from the point where the previous one stopped.

Picture Describing. Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class.

Find the Difference. For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

There are many different innovative methods of teaching students which together with the traditional ones help us to instruct students while learning foreign languages and organize the work in class. To conclude, the major concern is aiming at how to achieve the best result or a relatively better one in a given context.

Teaching speaking is a very important part of language learning. The ability to communicate clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

USE OF ADVERTISEMENT TEXTS IN TEACHING ENGLISH (FOR THE STUDENTS OF ECONOMICS AND MANAGEMENT)

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Advertising text as a subject of linguistic research is the subject of the analysis of both foreign and native linguists who study advertising texts in various aspects: 1) general linguistic description of advertising texts (K. Bove, O. I. Zelinska, O. V. Medvedev, G. G. Pocheptsov); 2) research of a certain aspect of advertising: pragmalinguistic (Yu. B. Korneva, T. M. Livshits, I. P. Moiseenko, Yu. V. Sylvestrov, E. S. Turner); psycholinguistic (E. MacGregor, Yu. O. Sorokin, E. F. Tarasov); cognitive (O. V. Anopina, V. I. Ohrimenko, O. Y. Tkachuk-Miroshnichenko); 3) linguistic analysis of advertising texts at different language levels: phonetic level (O. A. Ksenzenko, I. O. Lisichkin); lexical level (I. O. Sokolova, S. A. Fedorets); morphological level (O. I. Zelinska, V. V. Zirka,

Ye. P. Isakova); syntactic and structural-semantic level (O. I. Zelinska, N. L. Kovalenko, Yu. B. Kornev, O. V. Medvedev); analysis of text categories in advertising (N. T. Humenyuk, N. L. Kovalenko, M. L. Kramarenko, T. M. Livshits); 4) research on advertising discourse (N. V. Vertyankina, N. L. Volkogon, A. O. Dedyukhin, I. O. Lisichkin, A. I. Radu, O. Y. Tkachuk-Miroshnichenko), etc.

Despite the increased interest of scientists in these problems, such issues as the structure of the advertising text, its functions, tasks, categories, the role of its separate structural elements, the peculiarities of creating promotional messages, the ratio of verbal and non-verbal components in the text of advertising, etc., are often considered as accompanying the main language advertising research. In addition, in modern linguistics there is no single approach to solving the problems analyzed, and, most importantly, modern linguistic studies do not answer the question of how these extra-language parameters of the advertising text affect its linguistic analysis, how close the link is to the linguistic design of advertising the text with extra-linguistic characteristics of the latter.

Topicality of the research and its correspondence to the modern reality is dictated by the historical changes in social life of the world which are marked by the transition to the "trade era". It caused an increased interest to advertising. Taking into consideration the fact that advertising is a kind of a carrier of a lingual code of a certain nation as well as the source of national-cultural information, usage of advertisements at English lessons seems to be relevant.

The purpose of the study is to prove the effectiveness of the usage of advertisements on English lessons.

The novelty of the study is determined by focusing on the peculiarities of the typology of adverts which is not well developed yet.

Advertisements can be widely used in teaching vocabulary and syntax due to the fact that the most important thing when creating an advert is to build a proper text to achieve maximum efficiency. There are numerous techniques used to create the texts of advertisements; for instance, symmetrical structures – syntax + vocabulary. Symmetry is rarely used only at the syntactic level. Normally, the same, similar in form or antonymic words are added to the symmetric structure of parts of the sentence. Sometimes the two parts of the slogan represent a complete symmetry, when the second part is supposedly a "mirror image" of the first one [2, p. 25].

For example, in the slogan of the automobile trading company Alan:

Cars for everyone - and everything for cars.

Symmetrical sentence structures reinforced by similar or identical words are sufficiently strong from the standpoint of aesthetics and memorizing the form of a slogan. Photocopier CANON (adverbs with a similar meaning): *Higher efficiency – more fun.*

Mary Kay cosmetics (same words): *Smart woman – smart decision.*

ECCO footwear (same pronouns): *My world – my shoes.*

Kent cigarettes (same verbs): *Think choice. Think Kent.*

Absolute vodka (same adjectives): *Absolute Moscow. Absolute autumn. Absolute spring.*

The next interesting technique is open structures. Sometimes advertisers prefer to use unfinished sentences or sentences in which there is no first part. The openness of such syntactic structures in writing is indicated by three dots: biscuits Vagon Wheels: *...and you are the winner!*

Here is an example of contrasting – an advertisement of the cosmetic line MAYBELLINE: *Maybe she is born with it, maybe it is Maybelline.*

An advertisement of a washing machine Indesit: *We are working – you are resting.*

It is also very important to make the advertisement text as short as possible. Here are the examples of very well-known English advertising slogans: NOKIA: *Connecting people.* Whisky Johnny Walker: *Taste life.* Nike: *Just do it.* Sony: *It's a Sony.* Panasonic: *...from Panasonic.*

A. Crompton considers comparison with the competitive goods as the most important component of the advertising text. This can be done by listing the useful properties of the product, and therefore it is impossible to do without using the degrees of comparison of adjectives [1, p. 90].

In addition, scientists have outlined seventeen topics that always attract reader's attention: cars, predictions of the future, war, food, money (how to earn money), entertainment, sex, weddings, children, scandals (secular chronicle), animals, sports, well-known personality, humor (croaking), royal families, catastrophes, fashion. This information can be of great use for teaching vocabulary on relevant topics.

When selecting words, according to D. Rosenthal, it is recommended to use verbs more, which make the text dynamic, and specific nouns. The expressiveness of verbs is explained by the richness and versatility of their semantic structure and syntactic links. Adjectives are less effective when creating ad texts [2, p. 34].

100 advertisements from *the Development Finance* and *the Forbes* journals have been classified according to their grammatical categories. It has been found out that the most numerous groups comprise the adverts with the Imperative Mood and the Present Indefinite Tense. The least numerous groups are the adverts with Modal verbs, the Present Perfect Tense and the Past Indefinite Tense.

Speaking of the connection of the form of an advertisement with the content acquired in the minds of the consumer, it would not be superfluous to mention a technique interesting from a linguistic point of view. Unfortunately, it is hardly ever used in domestic advertising, although it is extremely effective at a minimum of semantic means. We are talking about the use in advertisements in general and in the names of goods and firms in particular games of words, overlays, homonyms, homophones and the like, that is all that is called *pun* in the English language. A lot of English-language ads are based on *puns*, which allows them to achieve enormous successes without changing the advertising idea and not attracting additional funds for advertising over the years.

Thus, the advertisement of a company that manufactures mattresses and featherbeds is based on a single word, which is the brand name and the company's name, anchor, and a password, and in general the perfect image of the product, which connects the objectified need with an indication of high quality products.

The name *Everrest* is written in the names of branded stores and on the commodity market of each firm's product. *Ever* – always, *rest* – rest, relax. The same word, but only with a single letter "r" – *Everest* is the name of the highest mountain, a symbol of an unattainable peak, and at the same time – an associative connection with the highest level of quality and a high mountain of soft featherbeds. The name of the product and firm becomes sound and the image of the goods requires a certain meaning: *Everrest* – "I always rest on the highest, best quality."

The name (the same slogan) of a company that produces audio and video recordings of classical music and best opera performances: *Area of Arias*. *Area* – territory, field; *aria* – opera. These are two words with different meanings and spelling, but the same pronunciation, the words are homophones. The name can be understood differently, depending on whether it is perceived by hearing or visually, but in any case, it sounds great and carries the maximum amount of information about the product produced.

Here is another example. A slogan that advertises a car with a computerized management system: *This Automobile – is a real AutoMobile* – in a literal translation - *this car is a real car*, but since *Auto* means autonomy, independence, and *Mobile* - to move, then the word with a capital letter inserted in the middle - *AutoMobile* should be understood as something that moves independently, one that goes on its own. That is why the slogan, besides its first literal meaning, acquires another one: *This car is a real car that moves on its own*. The change of a single thing – the size of one letter – transfers the full and differential image of the goods in one short sentence [1, p. 113].

Only when both the syntactics and semantics of the message work on the basic thoughtful advertising idea, it is possible with a minimum of syntactic techniques, to facilitate receipt of the maximum amount of effective semantic information from an advertisement.

The materials of the study can be used on the seminars of English, on practical classes dedicated to the translation of the texts and while working with the vocabulary on the topic *Advertising*. The exercises of the lessons may be also focused on learning lexicology and grammar. In particular, attention may be paid to the topic *Jobs*, adjectives, phrases like *I think...*, *I suppose...*, *to my mind...*, *in my opinion...*, *as for me...*, and on the grammar structure to *have/get smth done*.

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THE HISTORY AND EXPERIENCES OF ENGLISH TEACHERS ASSOCIATIONS IN BOLIVIA

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Bolivia has not been indifferent to the changes in the world panorama that have been brewing since the First and Second World Wars. Franz Tamayo, in his remarkable essay, "The Creation of National Pedagogy," published in 1910, laid the foundations for specialized education in a language that went beyond Castilian and demonstrated the value of retaining cultural identity by promoting the use of the first language in the study of foreign languages

With a similar vision, the Bolivian state, through the Bolivian Education Code of 1955 and Law 1565 of Educational Reform, recognizes and respects students' native languages and in turn promotes the gradual teaching of the English language in the public schools of the state's urban centers. Today, the Bolivian Education Law Project, "Avelino Siñani and Elizardo Pérez," recognizes that education must begin with the mother tongue and that the foreign language must be taught from the earliest school years.

English teachers in Bolivia needed instruction to improve their ELT methodology. A number of organizations hoped to address this need: The Department of Language Careers and the Department of Linguistics within different public universities sought to develop the humanistic skills of their students from modern methods of language training.

It was thus that with the passage of time and amalgamating ideas, the Department of Native and Foreign Languages of the Royal and Pontifical Major University of Saint Francis Xavier of Chuquisaca (RMPSFXCH), headed by Lic. Juan Hinojosa G., outlined what would come to be called the English-Language Teaching Project UK-Bolivia. In 1990, this was sent to the British Embassy in the city of La Paz.

The British Embassy in Bolivia was willing to provide better teaching and learning conditions to Bolivian teachers, so they were willing to pay attention to the needs of those raised by them.

On instructions from the British Embassy, the British Council was immediately placed in the service of language teachers while seeking sufficient resources and funds to deal with the project to be financed by the British Government. Subsequently, arrangements were made for the arrival from London

of Dr. Myra Harrison, ELT consultant from the Department of Overseas Development and Administration, who would visit Bolivia and attend meetings with four public universities.

The results were far from expected. In June 1992, the English-Language Teaching Project UK-Bolivia was formalized by means of a letter sent by R. M. Jackson to then Minister of Foreign Affairs and Worship of the Bolivian Government, Mr. Ronald MacLean Abaroa. Cooperation funds and technical assistance for the development of English language teaching in colleges and universities were secured.

The scope of the project would include the following cities and their respective public universities: La Paz, Cochabamba, Sucre, and Santa Cruz initially, later extending to Oruro, Tarija, and Potosí.

Formation of the Bolivian English Teachers Association

The British Government's technical and financial cooperation would have a finite duration, so the British counterpart suggested that language teachers should organize themselves through an entity that could not only unite them as teachers, but could also provide them with training opportunities for continuous improvement. English teachers from the cities of Cochabamba, Sucre, Santa Cruz, La Paz, Oruro, Potosí, and Tarija resolved to found the Bolivian English Teachers Association (BETA) for exclusively pedagogical purposes for the defense and improvement of English language teaching techniques.

From the BETA Principles

Ensure the solid training of our human resources through dynamic instruments to place Bolivian education in line with the demands of the country and world change processes. This is based on the active participation of the cultural enterprise of the community through extracurricular activities endorsed with the declaration of human rights.

Strengthen, dignify, and contribute to the integral education of students of both sexes in English language learning within the principles of national sovereignty, respect, and revaluation of the cultural, historical, and psychosocial values of our people.

Convene congresses, seminars, and conferences actively participating in technical-pedagogical, cultural, and social events.

Represent English teachers in all activities, procedures, and defense before the authorities of the Ministry of Education, etc.

Contribute to, disseminate, and promote the development of technical-pedagogical science and culture in all its manifestations.

Associate to watch and fight for ethical, professional, and moral right and also for teaching and professional improvement.

From the Ends of BETA

Seek the exchange of experiences, correlation, and sequence in English language teaching.

Ensure that the educational system is integrated into the principles of Universal Science, because the human being has the right to equal opportunity to

universal culture and to complete and enrich cultural education and language learning in the service of children, young people, and adults who require this service.

To create and guarantee aspirations by finding the viable path to fulfill the immediate and mediate objectives of BETA.

Supplement texts or booklets about basic or technical English with appropriate vocabulary and lexicology.

Organize summer courses for teachers of specialties, refresher courses during pedagogical holidays or during the school year according to the educational system.

Exchange experiences at teaching or extracurricular events, including application of modern systems in modern English teaching, and share techniques, methods, and procedures within educational technology.

Seek cultural exchange with other similar international organizations, embassies, and ministries.

Procure scholarship procedures for postgraduate studies and specialization.

Seek interdisciplinary relationships with Bolivian universities, particularly with the Faculties of Humanities, with the Language Careers, Institutes of National Linguistics in order to plan improvement and updating courses for English teachers.

BETA Organizational Structure

BETA is entirely and exclusively made up of English language teachers. It is the academic teaching organization of Bolivian English teachers, on a par with excellence, constituted by:

Born Members

National Directory

Departmental Directory

The National Conventions of English Teachers are held once a year in January. These are an opportunity to share educational experiences related to pedagogy, methodology, grammar, phonetics, and the use of new information technologies. See Table 1 for a list of recent BELTA conventions.

Table 1. Recent BELTA National Conventions

Year	Convention	Location	Attendees
2014	19th	Cochabamba; Bolivian Catholic University	800
2015	20th	La Paz; Católica Boliviana San Pablo University	280
2016	21st	Chuquisaca; Royal and Pontifical Major University of Saint Francis Xavier of Chuquisaca (MRPSFXCH)	800
2017	22nd	Oruro; Jesus Maria School	340

Important Achievements of BETA

Among the praiseworthy achievements of BETA as an academic institution that ensures the excellence of English language teaching, we can highlight:

Consolidation to change the National Convention of Teachers of English every year in different cities of Bolivia to involve all English teachers in this country.

The obtaining of a ministerial administrative resolution that allows the English language teacher graduates of the different fiscal universities of Bolivia to enter the national ranking of the teaching profession and consequently to be recognized as foreign language teachers for the Bolivian State.

Success in including the document Curricular Proposal for Teaching - English Language Learning in the education bill, "Avelino Siñani and Elizardo Pérez."

BETA currently has eight departmental subsidiaries throughout the country. Each and every one of them is duly constituted and represented before the national assembly.

BETA as a TESOL Affiliate

Today, BETA members are happy for the opportunity to be part of an international association like TESOL International Association. Since BETA joined TESOL as an affiliate 8 years ago, it has experienced changes. Belonging to an institution that has worked hard for more than 50 years in the latest technological advances with respect to teaching a second language has more than updated BELTA and its members. Today, we have the advantage of having great professionals and experts who are constantly researching and working at the service not only of a whole country but of the whole world—a world that changes every day.

Bolivia still needs to research and work to have a good educational system, and thanks to foreign countries we can feel that we are achieving good results. Being a third world country does not take away the effort of teachers and students to learn and to be better every day. Besides, BETA is proud to be part of an international association where millions of people come together to exchange experiences and discover new cultures. The opportunity to have been in the biggest educational events—TESOL international conventions—motivates and pushes us to be better. Fortunately BETA, with the help of the American Embassy and sponsors, has the opportunity to have great professionals and experts from TESOL International Association in Bolivia to transmit their experiences at Bolivia TESOL Annual Convention.

That is why BETA, which today is called BOLIVIA TESOL, is working more than ever to live up to a new generation with very high goals and to meet expectations in teaching a second language.

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Image 1

THE IMPORTANCE OF TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Abstract. The article is an attempt at summarizing the most important ESP developments. It first briefly refers to the emergence of the phenomenon of ESP and then goes on to discuss the most important phases of its evolution. The types of ESP, characteristics of ESP courses and the roles of the ESP practitioner have been analyzed in the article.

Key words: English for specific purposes (ESP), English language teaching, types of ESP, the ESP practitioner, ESP students.

Introduction

In the modern world, English has become the most dominant language in terms of use. Its status was consolidated by the spread of cultural ideologies mainly “Globalization” which promotes communication and interaction among people from all around the world.

Today, there are an increasing number of people who are learning English in order to “fit-in” the high demands of global economy and international communication. They are fully aware that English has become synonymous with social, economic and scientific development. Hence governments across the world

have set out on aspiring instructive changes incorporating English more profoundly into their educational curricula in order to equip their learners with the linguistic dominator used and needed everywhere in the world. These courses are known as English for Specific Purposes (henceforth ESP)

The field known as English for specific purposes (ESP) began as an international movement within the field of English language teaching, focusing mostly on helping international students in English-medium universities with their academic writing and researchers in non-English speaking countries get published in English (Johns, 2013) [6]. The field has now expanded to include areas such as English for occupational purposes, English for vocational purposes, English for science and technology, English for medical purposes, English for business purposes and English for community membership (Belcher, 2009) [1].

Theoretical part

English for specific purposes (ESP) refers to language research and instruction that focuses on the specific communicative needs and practices of particular social groups. ESP has developed rapidly in the past forty years to become a major force in English language teaching and research.

The term "specific" in ESP refers to the specific purpose for learning English. The ESP approach provides opportunities to the learners to acquire English naturally, which means that, by working with language in a context that they comprehend and find interesting.

ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

If we focus on the origin of ESP and its development it is closely linked with learners' interest in various specific disciplines e.g. 'Law English', 'English for Hotel Industry' or 'English for Tourist Management', English for business, English for medicine etc. Students learn English for a specific purpose, represented by studying subject matter, to gain and develop appropriate knowledge and skills through English. Students study ESP not only they are interested in English language but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies.

In other words, students who have studied English for Specific Purposes during their universities years, would be easy for them to adapt to their work conditions and would be easily employed in their fields.

The fact that "learners know specifically why they are learning a language" is a great advantage on both sides of the process [5, p. 6]. The group of ESP learners is going to achieve the same goal in the field of studying branch, so learners' motivation, in a form of the same aim, enables teacher to meet learners' needs and expectations easier.

Learner and the way of learning ('acquiring language') are considered to be the main factors in the whole process. Hutchinson and Waters emphasize ESP to be an approach not product that means language learning not language use is highlighted. They draw the attention to a 'learning-centered approach' "in which all decisions as to content and method are based on the learner's reason for learning" [5, p.19].

There are two main types of ESP according to the motivation, position, and status of the learners which become reasons of learning English: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). Kennedy and Bolitho (1984) add more type of ESP according to the need of scientists and technologists. This type is called English for Science and Technology (EST).

English for Occupational Purposes (EOP) is taught in such a situation in which learners need to use English as part of their work or profession [7, p. 4].

There will be differences in such courses depending on whether the learners are learning English before; during or after the time they are being trained in their job or profession.

English for Academic Purposes (EAP) is taught generally within educational institutions to students requiring English in their studies. The language taught is based on particular disciplines at higher levels of education when the student is specializing (in study) or intends to specialize (pre-study) in a particular subject.

The teaching of English for Science and Technology (EST) is generally regarded as one of the most significant developments in English language pedagogy in recent years. EST is concerned with meeting the specific language needs of learners in various scientific and technological fields. These needs should be taken into consideration when planning and implementing English language courses or specialized courses to students of science and technology.

Although English for Science and Technology (EST) is assumed to be a major subdivision of English for Specific Purposes (ESP), EST courses are obviously distinct since they put great emphasis on scientific English and the selection of the appropriate communicative situations that are specifically related to science and technology [3]. So in order to cope with knowledge and communication requirements in scientific and technological fields, learners need to develop their communication skills in general and reading comprehension skills in particular to increase their EST competence and obtain up-to-date information from different written and non-written sources.

Considering the characteristics of ESP courses, Carver (1983) states that there are three characteristics common to ESP courses:

- 1) authentic materials – the use of authentic learning materials is possible if we accept the claim that ESP courses should be offered at an intermediate or advanced level. The use of such materials is common in ESP, especially in self-directed studies or research tasks. The students are usually encouraged to conduct research using a variety of different resources including the Internet;

2) purpose-related orientation – refers to the simulation of communicative tasks required by the target situation. The teacher can give students different tasks - to simulate the conference preparation, involving the preparation of papers, reading, note-taking and writing;

3) self-direction – means that ESP is concerned with turning learners into users. For self-direction, it is necessary that teacher encourage students to have a certain degree of autonomy – freedom to decide when, what, and how they will study [2, p. 131 – 137].

Since ESP courses are of various types, depending on specific scientific field or profession, and have specific features, teachers (practitioners) teaching such courses need to play different roles and acquire certain knowledge.

The ESP practitioner as a teacher may be responsible for organizing courses, for setting learning objectives, for establishing a positive learning environment in the classroom, and for evaluating student progress.

1. Organizing Programs: You will set goals for the students and then translate those goals into an instructional program with hourly, daily, and weekly activities. One of your primary tasks will be management; selecting and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

2. Setting Goals and Objectives: You arrange the conditions for learning in the classroom and set long-term goals and short-term objectives for student achievement.

3. Establishing a Learning Environment: Your communication skills establish the classroom atmosphere. Language is acquired by students when they have opportunities to use the language in interaction with other speakers. As their teacher, you may be the only native speaker of English available to students, and although your time with any one student will be limited, you can model good communication skills in the classroom.

4. Evaluating Students: Finally, you are a resource person who helps students identify their language-learning problems and find solutions to them. You identify the skills that students need to focus on, and take responsibility for making choices which determine what and how the students learn [4].

A teacher that already has experience in teaching English as a Second Language (ESL) can exploit her background in language teaching. She should recognize the ways in which her teaching skills can be adapted for the teaching of English for Specific Purposes. Moreover, she will need to look for content specialists for help in designing appropriate lessons in the subject matter field she is teaching.

Using skills ESP teachers are provided with the necessary knowledge and tools to deal with their own students' specializations. It should be remembered - ESP teachers are not specialists in the field, but in teaching English, their subject is English for the profession but not the profession in English. They help students, who know their subject better than the teachers do, develop the essential skills in understanding, using, and/or presenting authentic information in their profession.

Conclusions

To sum up, English for Specific Purposes (ESP) is now well established as an important and distinctive part of English Language. Teaching English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses.

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INTERKULTURELLE KOMPETENZ ALS SCHLÜSSELQUALIFIKATION AN DEN HOCHSCHULEN

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In der Zeitalter der zunehmenden Globalisierung, wenn die Kontakte zwischen den Menschen und Nationen immer enger werden, ist es für eine erfolgreiche Zusammenarbeit sehr wichtig, dass möglichst weniger Missverständnisse und Konfliktsituationen entstehen. Deshalb werden auf dem Arbeitsmarkt nicht nur gute Fremdsprachenkenntnisse erfordert, sondern legt man großen Wert auf die Entwicklung der interkulturellen Kompetenz.

Interkulturelle Kompetenz ist ein Bündel aus vielen verschiedenen Fähigkeiten und Fertigkeiten, die sowohl auf strategischer und professioneller als auch auf individueller und sozialer Ebene anzusiedeln sind. Sie muss als ein lebenslanger Lernprozess verstanden werden [1].

Die Kommunikation zwischen den Menschen aus verschiedenen kulturellen Welten erfolgt nicht nur mit sprachlichen Mitteln, sie bezieht auch Unterschiede in den Werten ein.

Eine optimale interkulturelle Kommunikation kann durch einen Lernprozess ermöglicht werden, wenn man die fremde Kultur als solche wahrnimmt und die Unterschiedlichkeiten bewusst akzeptiert werden.

Die Entwicklung der interkulturellen Kompetenz hat zugleich eine unmittelbare Verbindung zu der fremden Sprache. Neben Ausdrucksformen und Grammatikstrukturen müssen auch fremdkulturelle Kommunikationsgewohnheiten vermittelt werden. Die Aufgabe der Lehrer ist, nicht nur sprachliche Kompetenz zu entwickeln, sondern auch Toleranz zu fördern.

Dazu müssen Lehrer interkulturelle Übungen vorbereiten, Anschauungsmaterial zur Verfügung stellen und realitätsnahe Situationen schaffen, in denen möglichst neben dem Wissen und den entsprechenden Redemitteln auch Emotionen und intuitive Verhaltensweisen ermöglicht werden. Das Internet kann dabei auch eine große Hilfe leisten.

Wichtige Aspekte im beruflichen Bereich sind auch Kenntnisse der Arbeitswelt, der sozialen Bedingungen sowie der staatlichen Institutionen und Unternehmensstrukturen [2].

Die Vermittlung der interkulturellen kommunikativen Kompetenz ist in den Lehrplänen für den DaF-Unterricht und Studienbegleiteten Deutschunterricht vorausgesetzt. „Zentrales Ziel des Studienbegleitenden Deutschunterrichts ist die Entwicklung einer berufsbezogenen interkulturellen kommunikativen Kompetenz. Bei der berufsbezogenen interkulturellen kommunikativen Kompetenz geht es um die Fertigkeiten und Fähigkeiten, die es ermöglichen, in öffentlichen, beruflichen und akademischen Situationen einer multikulturellen Gesellschaft mit verbalen (gesprochenen und geschriebenen) und nonverbalen Mitteln (Gestik, Mimik) sach- und fachgerecht sowie kulturangemessen zu handeln.“ („Rahmencurriculum für den Studienbegleitenden Deutschunterricht an ukrainischen Hochschulen und Universitäten“ 2014:26).

Insgesamt lässt sich festhalten, dass interkulturelle Kompetenz ein Set von skills (Wissen, Fähigkeiten und Fertigkeiten) darstellt, die die interkulturell kompetente Person dazu befähigen, in interkulturellen Überschneidungssituationen in einer effektiven und angemessenen Weise zu handeln [3].

Für Studenten der Hochschulen ist interkulturelle Kompetenz eine Schlüsselqualifikation. Dies bietet den künftigen Fachleuten zusätzliche Chancen auf dem internationalen Arbeitsmarkt, ermöglicht erfolgreiche Studienaufenthalte und Praktika im Ausland, erhöht ihre Mobilität.

Menschen, die über interkulturelle Kompetenz verfügen, „sind einerseits in der Lage, eigene Ziele zu erreichen (Effektivität), andererseits aber auch bereit bzw. fähig, die Ziele des Anderen zu achten sowie Umgangsregeln zu befolgen, die dem Partner wichtig sind (Angemessenheit)“ [4].

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KOMPETENZORIENTIERUNG IN DEM STUDIENBEGLEITENDEN FREMDSPRACHENUNTERRICHT

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Zusammenfassung. *Der Bericht gibt einen kurzen Überblick über die notwendigen Kompetenzen, die im studienbegleitenden Fremdsprachenunterricht entwickelt werden sollen.*

Schlüsselbegriffe: *studienbegleitender Fremdsprachenunterricht, Kompetenzen, Qualifikationen, Fertigkeiten, Fähigkeiten.*

Durch gesellschaftliche und wirtschaftliche Veränderungen sind die Anforderungen an die künftigen Fachleute in allen Bereichen der beruflichen Tätigkeit erheblich gestiegen. Sie haben nicht nur gute Fremdsprachenkenntnisse mitzubringen, sondern eine berufliche Handlungskompetenz zu erwerben, deren Grundlagen nicht nur fachlich sind, sondern auch soziale und methodische Qualifikationen mit einschließen [1]. Kompetenzorientierung ist eine zentrale Anforderung der Bologna Reform. Seit dem Zeitpunkt, als ein Leistungspunktesystem eingeführt wurde, soll es darum gehen, welche Lernergebnisse, Studierende erreicht haben – das heißt, was sie können, und nicht mehr nur darum, was sie wissen.

Der Artikel beschäftigt sich mit der Frage, welche für den Beruf und das Leben notwendigen Kompetenzen die Studierenden im studienbegleitenden Fremdsprachenunterricht erwerben sollen.

Die Ausbildung der Fachkräfte an den Hochschulen der Ukraine setzt die Vermittlung einer Fremdsprache im studienbegleitenden Fremdsprachenunterricht voraus. Studienbegleitender Fremdsprachenunterricht ist ein Fremdsprachenunterricht an Universitäten und Hochschulen für Studierende aller Fächer außer Germanistik, der das Studium auf dem Weg zum Beruf „begleitet“.

Der studienbegleitende Fremdsprachenunterricht ist daher berufsorientiert und interdisziplinär. Studierende müssen Kompetenzen und Schlüsselqualifikationen aufbauen und entwickeln, und dies erfordert die Wahl von

besonderen Inhalten und den Einsatz von gezielten Materialien und Verfahren im Unterricht.

Es geht um die in, durch und mit der Sprache sich entwickelnde Handlungskompetenz, sowie um die dazu notwendigen Voraussetzungen in Forschung und Lehre und nicht um Fachsprache oder Wirtschaftssprache. In den letzten Jahren sind mehrere Rahmencurricula für den studienbegleitenden Deutschunterricht entstanden. Die neueren Curricula berücksichtigen den GeR (Gemeinsamer Europäischer Referenzrahmen) und wurden besonders im Bereich der Beurteilung und Bewertung ausgebaut.

So ist der studienbegleitende Fremdsprachenunterricht auf die Vermittlung von Schlüsselqualifikationen und die Entwicklung von Kompetenzen gerichtet.

Qualifikationen stehen nicht in einem unmittelbaren Bezug zu bestimmten praktischen Tätigkeiten, sondern sind übergeordnete Haltungen und Einstellungen, wie z.B. Selbständigkeit, Übernehmen von Verantwortung, problemlösendes Denken, Kreativität, Kommunikations- und Kooperationsfähigkeit [2].

Ohne diese Qualifikationen ist die Entwicklung von Kompetenzen unmöglich, über die die Studierenden in ihrem künftigen beruflichen Aufgabenbereich verfügen müssen.

Kompetenzen sind die bei Individuen verfügbaren oder erlernbaren kognitiven Fähigkeiten und Fertigkeiten, bestimmte Probleme zu lösen, sowie die damit verbundenen motivationalen, volitionalen und sozialen Bereitschaften und Fähigkeiten, die Problemlösungen in variablen Situationen erfolgreich und verantwortungsvoll nutzen zu können [3].

Künftige Hochschulabsolventen müssen also über notwendige Wissen, Können und Einstellungen verfügen, um in konkreten Situationen des beruflichen, gesellschaftlichen oder akademischen Lebens effektiv zu handeln.

Kompetenzorientierung in Studium und Lehre verdankt ihre Entstehung vor allem Ansätzen der Hochschul- und Curriculumentwicklung in den USA, Australien und Großbritannien. In den USA wurden beispielsweise bereits in den siebziger Jahren des vergangenen Jahrhunderts „Competency Based Curricula“ entwickelt und umgesetzt.

Das Rahmencurriculum für den studienbegleitenden Deutschunterricht an ukrainischen Hochschulen und Universitäten legt fest, dass den Kern der Handlungskompetenz die Entwicklung einer berufsbezogenen interkulturellen kommunikativen Kompetenz bildet.

Bei der berufsbezogenen interkulturellen kommunikativen Kompetenz geht es um die Fertigkeiten und Fähigkeiten, die es ermöglichen, in öffentlichen, beruflichen und akademischen Situationen einer multikulturellen Gesellschaft mit verbalen (gesprochenen und geschriebenen) und nonverbalen Mitteln (Gestik, Mimik) sach- und fachgerecht sowie kulturangemessen zu handeln.

Zu kulturellem Wissen zählen: Routinen und Rituale im Alltag, Anredeformen, Umgangsformen (Höflichkeit, Etikette, Pünktlichkeit), Tabuthemen, Themen für 'small talk', Nonverbale Kommunikation, Bräuche und Traditionen, Auffassungen, Werte und Normen, Glaubensauffassungen,

Rollenverhalten Mann-Frau, Sprichwörter, Redewendungen, Bildsprache und speziell im berufsbezogenen Bereich: Wissen um die Traditionen und die Stellung des zukünftigen Faches oder Berufs in der Gesellschaft der Zielkultur, Kenntnis von typischen Situationen und Rollenverteilungen im Rahmen von mündlicher oder schriftlicher Kommunikation [5].

Dieses Wissen soll nicht isoliert vermittelt werden. Die Studenten müssen in der Lage sein, mit den für bestimmte Situationen relevanten Themen richtig und erfolgreich umzugehen.

Rahmencurricula für den studienbegleitenden Fremdsprachenunterricht nennen folgende Kompetenzen:

Fachkompetenz bezeichnet die Bereitschaft und Befähigung, auf der Grundlage fachlichen Wissens und Könnens Aufgaben und Probleme zielorientiert, sachgerecht, methodengeleitet und selbstständig zu lösen und das Ergebnis zu beurteilen.

Sozialkompetenz steht für Fähigkeit und Bereitschaft, zielorientiert mit anderen zusammenzuarbeiten, ihre Interessen und sozialen Situationen zu erfassen, sich mit ihnen rational und verantwortungsbewusst auseinanderzusetzen und zu verständigen sowie die Arbeits- und Lebenswelt mitzugestalten.

Der Studienbegleitende Fremdsprachenunterricht soll also: den Blick für Gemeinsamkeiten und Differenzen zwischen der eigenen und fremden Kulturen öffnen, helfen, Vorurteile zu erkennen und abzubauen, Toleranz zu fördern, eine Grundlage für den Austausch zwischen den Kulturen zu schaffen sowie in der eigenen Gesellschaft und international verantwortlich zu handeln, Werte entwickeln und Verhaltensweisen fördern, die den Willen und die Fähigkeit zum verantwortlichen Handeln stärken; dazu gehören Interesse am anderen, Einfühlungsvermögen und Empathiefähigkeit, Mut zum Einbringen eigener Standpunkte, Bereitschaft, für sich und andere Verantwortung zu übernehmen, kooperativ, besonders in der Lernergruppe, zu handeln.

Methodenkompetenz bedeutet Fähigkeit und Bereitschaft zur Anwendung bestimmter Lern- und Arbeitsmethoden, die zur Entwicklung der anderen Kompetenzen, insbesondere der Fachkompetenz nötig sind.

Diese Kompetenz wird im Fremdsprachenunterricht durch die Entwicklung von folgenden Fertigkeiten und Fähigkeiten gefördert:

- die Lösung praxisnaher Aufgaben zu planen und zu gestalten,
- Lerntechniken und -strategien unter Berücksichtigung der Komplexität der Aufgabe zu wählen,
- eigene Leistungen bei der Entwicklung der fremdsprachlichen Kompetenz zu evaluieren.
- Personalkompetenz (z.B. Kriterien für die Eigen- und Fremdbeurteilung zu erwerben; Verantwortungs- und Pflichtbewusstsein für sich und andere zu entwickeln);

Lernkompetenz bedeutet Lehr- und Lernmittel, Lerntechniken und -strategien effektiv zu nutzen.

Zur Lernkompetenz gehört die Fähigkeit, mit dem Lehrer und mit anderen Studierenden im Unterricht zusammenzuarbeiten, außerdem unterschiedliche Lernaufgaben zu lösen, sich linguistische, paralinguistische sowie soziokulturelle Kenntnisse anzueignen.

Die Förderung der Lernkompetenz erfolgt im Deutschunterricht durch die Entwicklung von folgenden Fertigkeiten und Fähigkeiten:

- verschiedene Verfahren, Lerntechniken und -strategien für die Lösung von Lernaufgaben anzuwenden,
- mit Medien umgehen zu können und unterschiedliche Medien im Unterricht einzusetzen,
- im Unterricht interagieren zu können.

Eine Orientierung an Kompetenzen bedeutet, den Blick auf die Studierenden, ihre schon vorhandenen Kompetenzen und ihre Kompetenzentwicklungsziele zu richten und Unterstützung auf allen Ebenen genau daraufhin auszurichten.

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SUCCESSFUL NEGOTIATION

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Negotiating is a part of everyday life. We have to negotiate everywhere: at work, at home, at universities etc. Poor negotiation can lead to frustration and even complete failure . While most negotiating strategies seem like common sense, it's not uncommon for people to get caught up in the emotion of the moment and ignore their basic instincts. Emotion, luck and magic have no place in a successful negotiation. It takes an iron stamina, homework, quick mind and unblinking discipline. These keys will unlock your ability to get the best deal possible under any circumstances.

While experienced negotiators sometimes refer to their methods as the "negotiating game," it's really a misnomer for a process in which the stakes are

often extremely high. Check your ego at the door and keep your eye on the big picture at all times.

Preparation is the Key Know about the party you're negotiating with so you can capitalize on your strengths and the party's weaknesses. If the other party is very experienced, that means he or she also has a history that could contain useful information. Many negotiators develop patterns and certain styles that you may be able to use to your advantage. If you didn't have time for preparation it is better to cancel the meeting for preparation is very important for successful negotiations.

Most negotiators have a price target or goal in mind before they start. It should be based on realistic expectations considering all the constraints that will undoubtedly surface. In terms of business these may include budget limits, direction from management, pressure to make sales goals, and a myriad of other external forces. During the course of the negotiation, the goal may change based on changes in scope and other unforeseen actions by either party. Your ultimate goals should be realistic.

Before you start the negotiation, ensure that the other party is fully empowered to make binding commitments. You don't want to find yourself in a position where you believe you've struck a deal, only to discover that your agreement must be approved by someone higher in the chain of command.

Have a Strategy.

There are basic principles that apply to every negotiation. The first offer is usually the most important and the benchmark by which all subsequent offers will be judged and compared. You'll never get what you don't ask for, so make your first offer bold but not aggressive. Don't worry about insulting the other party. As long as your offer is not ridiculous, the other side will continue the negotiations in hopes of settling at a better number.

Always have something to give away without hurting your negotiating position. Employing this strategy must be viewed in the context and in consideration of what other bidders may be doing. If you know that the only way to win the bid is to provide a barebones cost, then this strategy may not be appropriate.

Watch for clues such as body movement, speech patterns and reactions to what you say. As it is known, good communication is the basis for any successful negotiations. People are mostly aware of the importance of good verbal communication skills, but they often forget about the fact that approximately 80-100% of communication happens non-verbally. When a negotiator expresses his/her thoughts, he/she can do it not only with the help of words, but also in many other ways. For example, people move their heads up and down when they want to say "yes", and move the heads from side to side when they want to say "no" in our culture. People can move in a way, which clearly reveals their inner intentions, even if they do not use words. Moreover, only a small percentage of the brain processes is represented by verbal communication. There are subtle and sometimes not so subtle movements, gestures, facial expressions and even movements of the whole bodies that indicate something is going on. The way a person talks, walks,

sits and stands - all say something about him/her, and whatever is happening inside a person can have an impact on the outside world.

By becoming more aware of the body language and understanding what it might mean, people can learn to understand their conversation partners more easily. This puts the person in a better position to communicate effectively getting the inner meaning of the message. What is more, by increasing understanding of other people, a person can also become more aware of the messages that are conveyed.

Be prepared to suspend or cancel negotiations if you feel things are getting nowhere or the other party seems stuck in their position. Indicate your reluctance to continue under those conditions and make the other side wonder if you are ever coming back. If they are on the hook to cut a deal, they will feel the pressure to move. Be patient even if the other party isn't. This can be difficult for those with a passion for instant gratification, but the last thing you want is for the other party to think you're under the gun to finish quickly.

From a contractual standpoint, a counteroffer automatically rejects all previous offers. Once an offer is made, you should expect an acceptance or rejection of your offer, or a counteroffer that keeps the negotiation open. If your offer is rejected and you are asked to submit a new and better offer, do not fall into that trap. That would be tantamount to negotiating with yourself, and you should never do this. If the last offer on the table is yours, always insist on a counteroffer to force the other party to move his/her position before you make another offer.

Find the Leverage.

In addition to exploiting the other party's weaknesses, concentrate on taking maximum advantage of your strengths. Establish a strong foundation early in the process by demonstrating your knowledge and expertise of the negotiation subject matter. This may intimidate those on the other side and put them on their heels before they've a chance to establish their own credibility. Playing catch-up in a tough negotiation can be challenging, so it's much better to take the initiative and steer the process in the direction you want.

The Offer.

An offer is more than just a dollar amount. It must encompass all of the elements of the bargain and will normally comprise the basis for a contract that formalizes the agreement. If you make an offer without nailing down all of the specifics, you may find out later that there was no meeting of the minds with the other party. To avoid misunderstandings, offers should be presented in writing and include all elements of the bargain. It's a good idea to keep notes containing the rationale for each offer. While these notes won't be disclosed to the other party, they will prove to be invaluable should things go awry and you need to restart negotiations. Part of the process is benefiting from lessons learned and refining your approach and technique. If you work for a company or the government, those notes are usually required to document the negotiated outcome and complete the contract file.

Go For a Win-Win Solution.

Throughout the negotiation, try to determine what you believe to be an acceptable outcome for the other party. It may be a combination of different things. Understanding the other side's priorities is just as important as understanding your own, so figure out what you would do if you were in his shoes. When constructing your offers, attempt to satisfy some of his priorities if doing so doesn't weaken your overall position. Be prepared to give up the little things in exchange for the big things you don't want to concede. Know your limits and how far you're willing to go on all aspects of the deal.

During negotiating try to be calm, self-confident, honest and flexible. Don't become upset if you fail for any failure is just a chance to start again, only this time, more wisely.

Knowing all these tips of successful negotiations can help you to prosper not only in the sphere of business or management but in personal life too. Realizing this fact can definitely need to success in all spheres of life.

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PROBLEM-BASED LEARNING (PBL): ADVANTAGES AND DISADVANTAGES

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The recent changes in the system of high education make new demands to the profession teaches and to the personal characteristics of the future specialists. Profession competence is important, but the development of flexible knowledge, creative abilities, self-directed learning strategies and strong motivation are also important. That induce teaches to look for new forms and techniques of classroom teaching.

Problem-based learning (PBL) is a technique of learning where the students learn about the subjects through conceptual problem solving mechanisms. Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning [1].

PBL can be incorporated into any learning situation. In the strictest definition of PBL, the approach is used over the entire semester as the primary

method of teaching. However, broader definitions and uses range from including PBL in lab and design classes, to using it simply to start a single discussion. PBL can also be used to create assessment items. The main thread connecting these various uses is the real-world problem.

Any subject area can be adapted to PBL with a little creativity. While the core problems will vary among disciplines, there are some characteristics of good PBL problems that transcend fields [1]:

The problem must motivate students to seek out a deeper understanding of concepts.

The problem should require students to make reasoned decisions and to defend them.

The problem should incorporate the content objectives in such a way as to connect it to previous courses/knowledge.

If used for a group project, the problem needs a level of complexity to ensure that the students must work together to solve it.

If used for a multistage project, the initial steps of the problem should be open-ended and engaging to draw students into the problem.

Problem based learning was first originated from **McMaster University** and has since then spread through many parts of the world, like Europe and Asia.

PBL can have many forms according to Atherton J.S [2]. A good PBL can have the following factors:

Problems should be associated with real life problems.

Unlike the normal method learning, where students try to solve questions based on the available knowledge that they have received; In PBL, students try to solve questions without any prior knowledge, and they can find answers through exploration of several options provided by the question.

At the beginning of the learning process, problems are given to the students in the form of PBL intentionally.

Problem based learning should support studying through effective teamwork and that it should be alliance friendly, that is, the problem should be studied in such a manner that each aspect of the question should be divided among the team, so that everyone can gain from it.

The teacher becomes a coordinator who acts as a supervisor, a source guide and becomes an advisor for the students.

Problem based learning requires lots of time, and each PBL should be given time for the students to learn and participate.

PBL is most effective, if it crosses multi-disciplinary disciplines. This helps PBL to be effective in a large number of areas.

A PBL course is designed in such a way to provide students with authentic, hands-on real life problems and practices that encourage students to think outside the box.

The students are grouped together to form groups which are usually supervised by the teacher or any teaching associate from their respective departments. In traditional learning methods, pupils are often burdened by the

topics they are taught and the whole studying experience becomes boring and cumbersome. Moreover, students are expected to study and memorize topics, which do not even seem relevant to the day to day life activities. This makes studying just a mere tool for getting a job and nothing more. Students don't feel any enthusiasm towards studying and do not show any interest in taking initiative to study what is taught in the classroom. The main reason for this issue, is that there is no effective discussions going on within the classroom about the topics, and the students cannot share their ideas on how they can use a certain topic that they studied and apply it into real-life problems.

The main advantage of PBL is that it makes the whole learning experience interesting. PBL is a challenging program because they need to understand the design of the organization and how it works by the motivation of the whole team.

The information provided is really apparent, the students feel a need to search for information when they solve and discuss problems. Hence students can feel genuinely interested in learning.

So, **the advantages** of the problem-based learning are the following:

PBL replaces the traditional lectures with assistive learning, facultative mentoring, discussions and on site experience. This promotes deep learning within the individual. Hence the students' knowledge grows as more and more discussions are made.

Direct teaching is reduced. This promotes students to take up their own initiative in learning. This increases the feeling of motivation within the student. Hence, making the learning experience more interesting.

Problem based learning requires prior knowledge for the completion of problems. Hence, constant updation and revision of basic knowledge is done. This keeps the student more firm in the basic foundation about the subject.

Problem based thinking often stimulates **critical thinking**. The students try to think about the various aspects of the project rather than following what is taught through lectures. The students are persuaded to think about the how, where and why aspect of the problems introduced.

Problem based learners tend to be more skilled and competent in collecting information than traditional learners. This is because, traditional learners tend to only stick to books that are prescribed in the curriculum and they do not try to explore various sources. On the other hand, problem based learners tend to be more practical and PBL encourages them to think outside the box.

PBL is related to life based skills and practices, hence these skills can also be transferred to individuals through proper training and practices. Therefore, such skills can act as an aid in real life situations.

The problems introduced in the PBL curriculum are all open – ended questions. This gives rooms for more discussions and understanding about the concepts and more data retrieval can be done. Moreover, such questions do not have a right or wrong answer. The most suitable and feasible answers are taken into consideration. Hence, there might also be a chance to have more than one

answer for a question. This encourages the individuals to study the facts more clearly.

Another main factor of PBL is that it requires **good communication skills**. PBL increases the social skills of the individuals as it involves comparison of peer skills and also insightful discussions. There is no form of hierarchy, and all the individuals are treated as same. This also makes the students to develop their confrontational and persuasive skills.

The disadvantages of the problem-based learning method are the following:

A good problem-based learning design requires a large amount of time and work. It requires constant monitoring and noting down the student throughout the process. This is a bit time consuming in nature, since most of the questions asked are usually open – ended and it takes time to collect materials and information about it.

Not all teachers can be good advisors, for PBL they need dedicated, hardworking and trained facilitators. Moreover, good PBL trainers are satisfying to work with and are self – motivational for the students and fellow teachers.

Problem-based learning requires more staff and more contact hours for preparation, discussion and comparison of answers. Students and the advisors are supposed to do timely and seasonable meetings once in a while.

It is a known fact that PBL doesn't provide that much facts when compared with the traditional method, so many of the teachers are hesitant to take up this form of teaching. PBL is more suitable for subjects that do not require much prior knowledge about the subject. For example, for teaching literature or for using PBL in arts facilities.

For the PBL curriculum to be effective, it requires multiple disciplines to be integrated, so that the students can get different aspects of a situation. Hence, proper research and excessive amounts of organization is required. This makes it more time consumable and is not suitable for fast paced courses. The course also needs to be validated before presenting it before the students.

Assessing a certain student within a team is always tough for the coordinator. They have to consider different aspects such as the output obtained as whole for the team, the level of enthusiasm shown by each individual, the activeness shown by a certain student. A clear assessment criteria or a standard for marking students in a group is always important.

PBL is also difficult for institution because they have to change the course depending upon the lecturer. Since, the whole PBL curriculum is an image of their ideals and how they should train the students.

More and more coordinators are required to assess and guide students along the way and also they need people to create as many difficult situations as possible.

Problem-based learning is also an essential way of teaching because it prepares the students on how to be ready to face the outside world and how to be an effective and a valuable member of the society. This also encourages others – the public to also be a part of the experience.

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MORPHOLOGICAL ANALYSIS AND VOCABULARY DEVELOPMENT

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The important link between the extent of one's vocabulary range and reading comprehension is well established. Incorporating direct instruction of vocabulary into the curriculum, both to adults (Folse, 2004) and children (Beck, McKeown, & Kucan, 2002; Biemiller & Boote, 2006; Nagy, Berninger, & Abbott, 2003), is proliferating. With the adult in mind, logic dictates that instruction in strategies is perhaps the most prudent use of class time.

The content of this article addresses the author's successful use of morphological analysis as a vocabulary instruction strategy among foreign born and native English speaking college preparatory students (see Bellomo, 2005). Discussed in detail is the case for prudent selection of word parts and corresponding vocabulary; also covered are specifics of the program and results of an original study.

Vocabulary strategies are techniques employed by the reader to unlock the meaning of an unknown word when encountering it in text, and/or a deliberate attempt to learn a word for the purpose of future recall. Schmitt (1997) compiled a list of 58 vocabulary acquisition strategies, and then in the form of a questionnaire, asked English language learners (ELLs) to identify from among those strategies the ones they themselves employed. Strategies that were selected were then to be rated based on their perceived helpfulness. The sample was comprised of 600 Japanese students. A total of 150 students were drawn from each of the following age groups: middle school, high school, university, and adult (professionals in language programs that were sponsored by corporations). The study was designed to "isolate changes in strategy use and perceptions as Japanese learners progress through the school system and into adult English classes" (p. 223). Broadly, the list of strategies was dichotomized between discovery strategies (n = 44) used to unlock the meaning of unknown words, and consolidation strategies (n = 14) used to commit words to memory once they had been learned. Schmitt noted that the analysis of affixes and roots was one of only a few strategies that clearly

functioned as both a discovery and consolidation strategy. Of the 58 total strategies, 8 of them would most likely be used exclusively by non-native speakers of English, e.g., “using a bilingual dictionary.” The remaining strategies were representative of those used by both native English speakers and ELLs.

Resultant trends yielded through the survey indicated that certain strategies appeared more beneficial than others relative to student age. For example, word lists were used progressively less often and deemed less helpful at each subsequent stage of the four levels. Conversely, student perceptions of the helpfulness of root/affix knowledge—as both word attack and mnemonic strategies—increased noticeably up through the levels. Schmitt concluded, “Given the generally favorable response to strategies utilizing affixes and roots, both to help discover a new word’s meaning and to consolidate it once it is introduced, it may be time to reemphasize this aspect of morphology” (p. 226).

Morphological, or Structural, Analysis is the process of breaking down morphologically complex words into their constituent morphemes (word meaning parts). For instance, the word *worker* is comprised of two meaning units, the base *work*, and the inclusion of *-er*, which conveys the meaning of an agent (person or thing) that does whatever is implied in the base. Thus, the *worker* is one who works; a film projector is that which projects film onto a screen. As students proceed through the grades, course texts will take on increasingly sophisticated language. Oftentimes, these multi-syllabic words will be of the Graeco-Latin origin, which collectively, comprise approximately two thirds of the English lexicon (Carr, Owen, & Schaeffer, 1942). Studies have shown that moving along the word frequency continuum from more frequent to less frequent displays an increased percentage of Graeco-Latin words, while the percentage of Germanic, mono-syllabic words decreases (Carr, et al., 1942; Oldfather, 1940). It is in the academic arena that students will come across an influx of content specific vocabulary throughout the curriculum. Recognizing frequent roots and affixes that transfer among the disciplines can support students as they make sense and attempt to retain the meanings of this deluge of new words. Corson (1997) noted, pedagogical process of analyzing words into their stems and affixes do seem important in academic word learning. These processes help to embody certain conscious and habitual metacognitive and metalinguistic information that seems useful for word acquisition and use. Getting access to the more concrete roots of Greako-Latin academic words in this way makes the words more semantically transparent for a language user, by definition. Without this, English academic words will often remain “hard” words whose form and meaning appear alien and bizarre. So this kind of metacognitive development that improves practical knowledge about word etymology and relationships seems very relevant for both native English speakers and non-native speakers development.

In creating a workable vocabulary strategy curriculum that capitalizes on the strengths of morphological analysis, one must be cognizant of three underlying criteria requisite for a successful program. These components were touched upon by Orleans (1922), but appear to have not been implemented in many books and

programs that have deservedly earned the rebuke of cynics discrediting word part analysis. Orleans stated, “The possibility of transfer from the Latin to the English is determined by such elements as similarity of form, similarity of meaning, and perhaps number of derivatives” (p. 559).

Similarity of form

According to Webster’s Third International Dictionary (1993), the root morph in morphology is defined as form. In Venezky’s (1967) article on the patterns of English orthography, the author observed that “Orthography is not merely a letter-to-sound system riddled with imperfections, but, instead, a more complex and more regular relationship wherein phoneme and morpheme share leading roles” (p. 77).

As students learn the meaning of a particular word part and corresponding words, the visual cue of the morpheme serves as a mnemonic when encountering those same words later on in text; also, it can often assist as a word attack device when encountering new words derived from the same morpheme. For the latter, this association often will be viable only to the degree that the instructed word part is visually similar to the part found in the derivation, or word family.

To take advantage of similarity of form, a word part should be taught in the form it appears throughout the vocabulary curriculum and will most likely appear in the words students are apt to encounter in their own reading. For instance, the word part /malus/, which means bad, would be taught to students as /mal/, which is visually evident in such words as malign, malignant, malicious, malediction, and malefactor. Practical utility, not Classical purity, should be the aim of such instruction.

Similarity of meaning

Nagy and Anderson (1984) grouped words into six divisions based on semantic relatedness. A zero would indicate a perfectly clear parts-to-whole relationship, while six would suggest that no evident relationship exists between the word parts and the overall meaning of the word itself. Words from half of the six-point continuum were deemed semantically transparent (SEM 0-2) and the remaining divisions were deemed semantically opaque (SEM 3-5). Semantic relatedness was defined in terms of the following question: “Assuming that a child [grades 3-9] knew the meaning of the immediate ancestor, but not the meaning of the target word, to what extent would the child be able to determine the meaning of the target word when encountering it in context while reading?” (p. 310). According to their scheme, it was determined that multiple words from the same family in the SEM 0-2 category would be inferable if the child already knew only one of the related words. For older students (late high school and beyond), it is quite possible for a number of words in the SEM 3 category to be grouped within the transparent word family due to the older students’ advanced decoding capabilities and enriched schemata.

Number of derivatives

Building a vocabulary strategy program based on morphological analysis that includes word parts that are stable in form and transparent in meaning will not

be of much use if these parts assist in recalling or learning only a few words. Ideally, selected morphemes should transfer to multiple words that will allow the student to obtain much mileage from this strategy. Holmes and Keffer (1995) sought to increase Scholastic Aptitude Test (SAT) scores through a computer program that enlarged students' vocabulary by using classical word parts. In determining which roots to incorporate into the program, the criterion for root selection was determined by whether or not a minimum of five English derivatives per root were found on a particular frequency list.

Ubiquitous word parts, like high frequency vocabulary, may assist in automaticity. Morphologically complex words appearing on the low-end of a frequency list are often more easily recognized when one considers its overall family—those derivations based on the same roots.

Prior research has demonstrated that college-level content words tend to be morphologically complex, singular in meaning, and likely to be Classical in origin. Reading is the salient skill utilized across the curriculum and often the primary means of content dissemination. Reading, in turn, is principally linked to the extent of one's vocabulary. Consequently, teaching morphologically complex vocabulary at the college preparatory level along with providing a working knowledge of morphemes can assist students toward college readiness.

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ACTIVE LEARNING AS A PREREQUISITE FOR QUALITY EDUCATION

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The given report is concerned with active learning as necessary prerequisite for successful teaching English at both higher and secondary educational establishments.

One knows that having desirable goals is not sufficient for achieving learning objectives. If students, say, long to be self-motivated but remain passive, they are unlikely to succeed in acquiring the needed quality. Or by keeping telling the learners that they must employ innovation and critical thinking when working with this or that assignment we can hardly urge them to do so. It is obvious that only verbal claims that students need special skills are not helpful for students to improve. What is really helpful in developing the needed learners' skills is 'converting' our students into genuine practitioners of active learning. We strongly believe that it is collaboration which makes learning more enjoyable and meaningful. Being agents of the education process, both students in their learning and instructors in terms of teaching are equally responsible for the ultimate success of the shared enterprise.

Within the framework of general civilization tendencies, contemporary teachers cannot have a persona expressing, 'I am a teacher and you are a student. You are to follow my instructions, because I know everything.' It has become a widely shared assumption that the teacher's role is that of a facilitator with a beneficial impact on everyone and everything within the process of learning. Even the teacher's physical position in classroom matters. Students should have an access to instructors and vice versa, teachers ought to have an access to students to see what exactly is going on. Instead of sticking to a fixed classroom position, we teachers should be able to move readily out of our comfort zone and try being in different parts of the classroom whenever it is necessary. Of course, there may be some discomfort for the students who are used to a more traditional arrangement. Such students might still prefer the policy manifesting the message "Let me just hide and be quiet in the back of the class." But there is no place to hide in active learning class. Everybody is engaged, with the teacher being part of a team. S/he can at any point advise and guide the students. As a result, students are supposed to become more confident and relaxed. A round table discussion is one of effective active learning formats, which is likely to lead to being able to face each other, to practicing skills in communicating and negotiating, to having an eye contact with the audience.

Active learning is certain to be a right way to optimization of student performance. It is this kind of learning that helps students to relieve psychological stress and makes them more confident not only in the study-related material, but consequently in themselves as personalities. Active learning creates a beneficial

environment for fostering creativity, curiosity, original thinking. We are sure that those who practice this kind of learning on a regular basis can easily be capable of acquiring diverse transferable skills to be used in their professional and private lives upon graduation. Moreover, due to its enormous potential, active learning encourages breaking down the intellectual boundaries among disciplines, which leads to an integrated approach to quality education, whose urgency is ever beyond doubt.

EFFECTIVE TECHNIQUES FOR TEACHING ENGLISH

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Among the number of challenges that Ukrainian teachers of English face is a certain difficulty in teaching with both traditional and innovative methods (drama, role-plays, etc). It is explained by the fact that many courses have been created without taking into consideration how the brain works, how thinking occurs and how it can be used to learn the language.

In 2008 the cognitive model on the phases of the knowledge processing was developed by M. Karpenko [1], who defined the interdependence between the neurophysiological mechanisms and the principles of building the curriculum, which should be built on four phases – impressing, memorizing, authorization and initiation.

The first phase called “impressing” allows building the schematic neuronet in the brain and forms the motivation to learning. At this stage we can only give the scheme of the topic we are going to teach. At the second stage a new neuronet is being formed with the help of various exercises, listening and watching films, working with computer programs, etc. The third stage – authorization will edit the neuronet in the brain and at this stage we can start asking students to display the knowledge they got by making presentations, giving talks, reports or participating in the seminars. At the fourth stage the official representation of knowledge is relevant – it is the time for tests and grades [1, c. 167].

In the real classroom we often omit the second and third stages thus making the knowledge unauthorized by the brain. The whole conception brings us to the following questions: how to build the constructions (mind-maps or any other kinds of schemes) so that the revision and recycling of knowledge were meaningful. It can be done if we consider the theory of the basic frames by S.A Zhabotynska [2], which states that the foundations of our information system are structured by the most schematic categories of thought arranged into frames in accordance with the ways we perceive things of the experienced world. They form a network structured by a limited set of iterative propositions (propositional schemas) that belong to the

five basic frames – the Thing, Action, Possession, Identification, and Comparison frames. Such networks create ontologies, which can be later referred to as a basis for revision and formation of critical thinking skills in learners.

In general any English language curriculum can be built according to the following principles:

All vocabulary is compiled into conceptual models, defined as ontologies, that are actually multidimensional “networks-in-the-networks” structures;

On the basis of these models thinking-oriented tasks are developed;

Curriculum development takes into consideration the four phases of learning – impressing, memorizing, authorization and initiation.

Introduction of these principles into English language learning will allow out students to develop higher order thinking skills and use the language more effectively.

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RHETORIK IST DIE KUNST DER BEREDSAMKEIT

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Der Begriff der Rhetorik leitet sich aus dem altgriechischen „rhētorikē“ ab und bedeutet übersetzt so viel wie „Redekunst“ oder „Kunst der Beredsamkeit“. Erst mit Beherrschung guter Rhetorik ist es möglich, Menschen wirklich von seiner Aussage zu überzeugen und Reden zu halten, denen die Zuhörer gerne zuhören und die Inhalte letztendlich im Gedächtnis behalten. Mit einer starken Rhetorik kann man zudem einen sehr guten Eindruck hinterlassen. Man kann Rhetorik definieren als: Die Kunst wirksam zu reden und zu überzeugen. Sowohl stehend vor Publikum bei einem Vortrag oder Präsentation, man nennt dies monologisch, als auch im Gespräch, Verhandlung, Streitgespräch. Man nennt dies dialogisch.

Rhetorik ist Wissenschaft und Kunstform zugleich. Der wissenschaftliche Teil behandelt die Art und Weise des wirksamen Vortrags und ist vor allem auf die Methoden und Stilmittel einer guten Rede gerichtet. Ihr Hauptaugenmerk liegt auf der Theorie, die auf das Erkennen von Systemen und Strukturen setzt. Die Rhetorik ist aber auch Kunstform, denn eine Rede zu erstellen ist, ähnlich einem Musikstück, ein kreativer Akt. Dasselbe betrifft auch die Darbietung vor Publikum, wo rhetorisches Talent, Präsenz und Charisma für das Endergebnis eine große Rolle spielen. Die Kunst der Rhetorik liegt darin, eine Botschaft so beeindruckend rüberzubringen, dass die Adressaten von der vermittelten Meinung

überzeugt sind, diese bestenfalls übernehmen und anschließend auch danach handeln.

System der Rhetorik

Die fünf Produktionsstadien der Rede (inventio, dispositio, elocutio, memoria, actio) bilden das wichtigste systematische Einteilungsprinzip der Rhetorik. Diese Arbeitsschritte sind grundlegend für jede Art menschlicher Kommunikation und regeln die Ausarbeitung eines Kommunikationsaktes vom Auffinden der Gedanken bis zum medialen Vortrag.

Inventio: am Anfang steht die Erkenntnis des Themas, seine Zuordnung zu einer der drei klassischen Redegattungen (Gerichtsrede, Politische Rede, Festrede), und das Auffinden aller zur wirkungsvollen Behandlung des Gegenstands nötigen Argumente und Materialien. Zu deren Erforschung hat die Rhetorik ein eigenes System von Suchkategorien (Topik) ausgebildet, die personen – oder problembezogen alle möglichen Fundorte für Argumente, Beweise oder sonstige Belege erschließen.

Dispositio: im zweiten Arbeitsstadium hat der Autor die Gliederung des Stoffes festzulegen. Dabei bildet die Frage nach der Angemessenheit der Gliederung der Sache und dem Publikum ein wichtiges Kriterium. Mit der Lehre von den vier Redeteilen hat die Rhetorik systematische Hilfestellungen für diese Aufgabe entwickelt. Die vier Redeteile bestehen aus Einleitung (exordium), Darlegung des Sachverhalts (narratio), Argumentation und Beweisführung (argumentatio), schließlich dem Redeschluß (conclusio, peroratio).

Elocutio: das dritte Arbeitsstadium umfaßt die sprachlich-stilistische Produktion der Rede. Die elocutio macht das differenzierteste Teilgebiet der Rhetorik aus. Es umfaßt die Figuren und Tropen sowie den Wortgebrauch und die Satzfügung, soweit diese nicht grammatischen, sondern stilistisch-rhetorischen Zwecken dienen. Sprachrichtigkeit, Deutlichkeit, Angemessenheit an Inhalt und Zweck der Rede, Redeschmuck und Vermeidung alles Überflüssigen sind die obersten Stilqualitäten. Um allen Wirkungsintentionen zu entsprechen, hat die Rhetorik zum Teil sehr komplizierte Stillehren entwickelt, doch allein die wohl auf Theophrast zurückgehende Dreistillehre hat sich durchgesetzt und beherrschte die Geschichte der europäischen Beredsamkeit und Literatur bis ins 19. Jh. Die Dreistillehre unterscheidet die schlichte, schmucklose, sowohl dem belehrenden Zweck wie der alltäglichen Kommunikation angepaßte Redeweise von einer auf Unterhaltung und Gewinnung der Zuhörer ausgerichteten Stilart, die sich des Redeschmucks auf eine temperierte Weise bedient und eine sympathische Beziehung zwischen Redner und Publikum herstellen soll; von diesen beiden abgesetzt wird schließlich die großartige, pathetisch-erhabene Ausdrucksweise, die alle rhetorischen Register zieht und die Zuhörer mitreißen will. Sie ist besonders handlungsbezogen und zielt auf Entscheidung und praktische Veränderung aufgrund der zuvor durch Darlegung und Argumentation erreichten Einstellungsveränderung oder -sicherung.

Memoria: im vierten Stadium konzentriert sich der Redner auf das Einprägen der Rede ins Gedächtnis (*memoria*) mittels mnemotechnischer Regeln und bildlicher Vorstellungshilfen.

Actio: das letzte Produktionsstadium besteht in der Verwirklichung der Rede durch Vortrag (*pronuntiatio*), Mimik, Gestik und sogar Handlungen (*actio*). Die Rhetorik entwickelte eine ausgefeilte Sprechtechnik, Regeln zur körperlichen Beredsamkeit und in neuerer Zeit eine Rhetorik der Präsentation und der medialen Darbietung. In diesem letzten rhetorischen Arbeitsstadium liegt auch der Ursprungsort der Schauspieler- und Theatertheorien sowie der "gesellschaftlichen Beredsamkeit", wie A. v. Knigge seine Kunst des "Umgangs mit Menschen" nannte.

Redeteile. Die einzelnen gedanklichen Abschnitte einer Rede werden als *partes orationis* (Teile einer Rede) bezeichnet.

Einleitung (exordium/prooemium): Der Redner versucht, das Wohlwollen (*Captatio benevolentiae*) des Publikums zu erlangen und seine Aufmerksamkeit sicherzustellen. Beginn eines Textes -> Autor mit schmeichelhaften Worten -> an Leser -> Bitte: das Folgende freundlich anzunehmen oder um Ruhe bitten
Erzählung (narratio): Darauf folgt eine Schilderung des Sachverhaltes, um den es geht; bei der Gerichtsrede wird hier der Fall erzählt.
Gliederung (propositio) der nachfolgenden Beweisführung
Beweisführung (argumentatio): Der eigentlich argumentierende Teil der Rede, in dem der Redner für die Glaubwürdigkeit seiner Sache argumentiert (*confirmatio*). Kann auch die Widerlegung der gegnerischen Argumente umfassen (*confutatio*).
Redeschluss (peroratio/conclusio): Hier kann z. B. noch einmal an die Emotionen des Publikums appelliert werden.

Wirkungsweisen einer Rede. *Officia oratoris* heißen die Wirkungsweisen der Rede: *docere et probare* (belehren, argumentieren) *conciliare et delectare* (gewinnen, erfreuen) *flectere et movere* (rühren, bewegen)

Stilebenen einer Rede. Die antike Stiltheorie unterschied v. a. drei Stilebenen für Reden, die teilweise lose mit den Wirkungsweisen verknüpft wurden. Welche Stilebene wann zu wählen sei, war Gegenstand heftiger Debatten, von denen etwa Ciceros *Orator* Zeugnis ablegt. Cicero plädiert dafür, die Stilebene je nach dem Gegenstand der Rede zu wählen: *genus humile*: schlichter Stil ähnlich der Alltagssprache *genus medium*: mittlerer, gemischter Stil (typisch etwa für den wissenschaftlichen Vortrag) *genus grande*: erhabener Stil (steht der dichterischen Sprache nahe, arbeitet stark mit Affekterzeugung)

Warum ist Rhetorik so wichtig?

Rhetorik als Lehre, ebenso wie die verschiedenen Präsentationstechniken, entwickeln sich stetig fort. Berühmte Redner prägten eigene Redestile, Wissenschaftler brachten neue Erkenntnisse fachfremder Disziplinen in die Rhetorik-Lehren der Kommunikation mit ein. Redekunst ist inzwischen im privaten Alltag vieler Berufstätiger angekommen. Rhetorik Seminare erfreuen sich großer Beliebtheit. Redeangst zu überwinden, erfolgreich zu kommunizieren und sicher frei sprechen zu lernen ist häufig Ansporn, ein Rhetorikseminar zu besuchen. Als Rhetoriktrainer sehe ich in der modernen Rhetorik den

psychologisch fundierten Umgang mit dem Wort. Die moderne Redekunst berührt für mich viele bedeutsame Wissenschaftsbereiche. Sie steht im Spannungsfeld zwischen Linguistik, Sprechbildung, Körpersprache, inhaltlicher Ausgestaltung, Psychologie, Pädagogik, Humor, Kunst und Soziologie.

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KÖRPERSPRACHE – WAS IST DAS ÜBERHAUPT?

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Der Begriff " Körpersprache " ist besonders schwer zu definieren. Der wird oft als Synonym für nonverbale Kommunikation verwendet. Körpersprache ist allerdings nur eine Form der nonverbalen Kommunikation, die sich in Form von Gestik, Mimik, Körperhaltung, Habitus und anderen bewussten oder unbewussten Äußerungen des menschlichen Körpers ausdrückt. Die Körpersprache hat einen entscheidenden Einfluss auf die Rezeption der eigentlichen, gesprochenen Worte/Botschaft sowie die Wirkung der Person auf ihren Gesprächspartner.

Fliehe oder kämpfte

Es ist kein leichtes Unterfangen, als Redner charismatisch zu wirken, wenn man nicht die Unterschiede zwischen menschlicher Sprache und menschlicher Körpersprache kennt. Mit Worten kann der Mensch in seiner Umgebung alles ausdrücken, was vorstellbar ist, sie sind kontrollierbar, obwohl sie willkürlich kodiert wurden. Eine Zeitreise in die Vergangenheit oder Zukunft ist je- derzeit möglich. Man kann mitteilen, was man tun würde, wenn man in der oder der Situation wäre. Die Steuerung der Worte erfolgt aus dem zentralen Nervensystem, von der linken Gehirnhälfte, die auch für rationales, analytisches Denken, für Schlussfolgerungen, Zahlen und Bewegungsabfolgen zuständig ist.

Demgegenüber hat der Mensch noch eine zweite Sprache, die Körpersprache. Dieser nonverbale Ausdruck ist zeitgebunden, nämlich nur an die Gegenwart, er ist weitgehend unkontrolliert und unkodiert, die Steuerung erfolgt über das periphere vegetative Nervensystem. Worte versagen da, wo es einfacher

ist mit einer Zeichnung oder Geste Dinge zu beschreiben. Eine Spirale mit Worten zu paraphrasieren ist wesentlich aufwendiger als den Gegenstand aus Metall kurz aufs Papier zu zeichnen. Körpersprache ist eine Art Instinkt, sie reagiert auf die Reize der Umwelt Gegensatz zum Gehirn! – und wird gesteuert vom peripheren und vegetativen Nervensystem, das versucht, alle lebensnotwendigen Funktionen aufrechtzuerhalten. Das geschieht insbesondere in einer Gefahrensituation, wenn das Gehirn nicht die Zeit hat, eine Entscheidung zu treffen. Der menschliche Vorfahr von uns, der vor 3 Millionen Jahren von den Bäumen herabgestiegen ist, musste gegen schreckliche Tiere kämpfen. „Fliehe oder kämpfe“, war seine Entscheidung, wenn er auf ein riesiges Reptil im Dschungel traf. Das heutige Lampenfieber funktioniert ganz ähnlich:

Fliehe oder halte die Rede kämpfend, ist unsere heutige Entscheidung, wenn wir einem großen Publikum gegenüber stehen.

Was versteht man überhaupt unter Körpersprache?

Tatsächlich ist sie weitaus ehrlicher als das gesprochene Wort, denn von allen Informationen, die ein Mensch aus einem Gespräch entnehmen kann, entfallen nur etwa 7% auf den Inhalt der Worte selbst, 38% gewinnt er aus dem Tonfall und 55% durch die Körpersprache seines Gegenübers. Während der Mensch relativ früh lernt, seine Sprachfähigkeit bewußt anzuwenden, kann die Körpersprache nur teilweise bewußt gesteuert werden: Im Laufe der Zeit lernen wir, sie bis zu einem gewissen Grad zu kontrollieren, ganz „abschalten“ können wir sie nie. Viele Elemente der Körpersprache werden genetisch weitergegeben, einige werden erlernt. Nach Ansicht von Verhaltensforschern ist die Körpersprache ein überlieferter Code, der dazu dient, menschliche Beziehungen zu regulieren, Machtstrukturen aufrecht zu erhalten und die soziale Ordnung zu festigen.

Der Sozialpsychologe Michael Argyle definiert Körpersprache wie folgt:

Kopfbewegungen und andere Körperbewegungen, Körperhaltung, Gesichtsausdruck, Blickrichtung, räumliche Nähe und Eisstellung, Körperkontakt, Orientierung, Tonfall und andere verbale Aspekte in Sprache, Kleidung und Schmuck.

Körpersprache äußert sich in Form von Mimik, Blickkontakt, Gestik, Körperkontakt und Körperbewegungen. Das Gesicht spielt bei der menschlichen Kommunikation eine zentrale Rolle, da es die Mimik widerspiegelt. Über nuancierte Gesichtsbewegungen können verschiedenste Gefühle ausgedrückt werden, teilweise auch jene, die gar nicht erlebt werden. Das Öffnen des Gesichtes gilt allgemein als Zeichen der Zuwendung, das Verschließen als Zeichen der Abwendung.

Freude, Überraschung, Angst, Trauer, Wut, Abscheu und Interesse können anhand der Mimik problemlos unterschieden werden. Diese werden nicht durch einzelne Bereiche des Gesichtes, beispielsweise nur durch den Mund, sondern durch die Mimik des ganzen Gesichtes ausgedrückt. Zur Interpretation muss der jeweilige Kontext berücksichtigt werden.

Der wichtigste Bereich im Gesicht sind die Augen. Sie vermitteln und erkennen gleichzeitig mimische Ausdrücke während einer Interaktion. Erst durch Blickkontakt kann Kommunikation hergestellt werden.

Körpersprache in der Rhetorik

In der Rhetorik versteht man unter dem Begriff „Körpersprache“ nahezu Gleiches, mit einem feinen Unterschied: zwischen der Aussprache des Redners (pronuntiatio) und den wortbegleitenden Handlungsweisen (die actio) wird unterschieden. Außerdem kommt noch der Raum dazu (ebenfalls nactio“).

Die Aussprache des Redners (pronuntiatio)

- Sprache
- Sprechgeschwindigkeit
- Lautstärke
- Aussprache

Die Körperbewegungen des Redners (actio)

- Haltung
- Miene: Gesichtsausdruck dem Inhalt angepasst?
- Gestik: den Händen Redeinhalte unterstreichen?
- Blickkontakt mit den Zuhörern gehalten?
- Bewegung im Raum:
sitzen stehen umherlaufen

- Vorzeigen von Indizien (Zeugen Vorführung, Zeichnungen, Requisiten)

Zur „Körpersprache“ gehört auch der Raum, da dies einen direkten Einfluss auf das Verhalten des Redners hat:

- Größe des Raumes
- Mikrofon
- Tafel
- Tageslichtprojektor mit angeschlossenem Beamer

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DEVELOPMENT LANGUAGE SKILLS IN LEGAL DISCOURSE

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The contemporary European and world tendencies have greatly changed the learning needs of law students and requirements for the teaching process, set challenging tasks in terms of students' greater mobility, more effective international communication, better access to information and deeper mutual

understanding. One of the aims of learning English for students mastering law is to develop general and professionally-oriented communicative language competences (linguistic, sociolinguistic, and pragmatic) to enable them to communicate efficiently in their academic and professional environment, develop the proficiency level which will facilitate their academic and professional success, enable graduates to function competently in a professional and academic context, provide them with opportunities of long-life learning.

Students mastering law are supposed to develop their communicative skills in legal discourse. Legal discourse is understood as a specialized area of communication that includes: 1) employees' activities in a legal advice office (lawyer – client); 2) questioning witnesses; 3) legal documents (contracts, laws, legal reports, court decisions).

Speaking about law students focus should be put on training them for academic and professional networking in our country and abroad, using English as a means of communication as well as participating in international organizations events, court sittings, running international legal projects. Therefore they have to learn how to work with specialized legal and educational materials in English, such as university professors' lectures on law, professional articles, documents of international organizations etc. suitable for their successful learning.

Law students are expected to read a lot and to be able to read effectively either in their native language and when they study or communicate in English. Reading now means obtaining information, ideas and opinions, with a large degree of independence, from a range of sources, understanding terminology and abbreviations, and using reference sources selectively; identifying the content and relevance of new items, articles, reports; doing an information search in Internet; finding information in library catalogues; understanding articles and reports concerned with contemporary issues; understanding essential meaning of correspondence; understanding complex instructions and regulations [1; 88].

Now students have wide access to authentic texts related to law and legal problems from legal textbooks, research journals, statutory instruments, state regulations, contracts, agreements and treaties, and web-based sources on law that means the amount of different sources to be read and applied is rapidly growing.

Flexibility in reading and gathering information, the ability to cope with numerous reading materials include flexibility in speed as well as comprehension. People read textbooks and complicated documents such as legal documents at the slowest speed. The reader studies the materials carefully in order not to miss a single point. Law students and professional lawyers can work with legal materials at study speed to understand every part of them. "Read these materials" does not mean: "Learn them" but rather "Have an idea as to the content of this material because it will be discussed in class next week." The reading process should be highly organized. Developing the skill of reading requires attention to the following aspects: specific reading skills, vocabulary development, class discussions to solidify the ideas derived from the materials which have been read. Peter Master's idea of the specific reading skills includes speed reading and its

subsets skimming, scanning, analyzing paragraph layout and cohesion, and analyzing complex sentences [3: 42].

Students can be shown that it increases their reading speed and can work by means of reading exercises in which the students are given a very short time to determine the “sense” of a passage, reading the title and the topic sentence (usually at the beginning of the text or occasionally at the end), and then skimming for key words. Scanning can be developed by timed reading exercises with the goal of finding specified information: date of some events, names, amount rather than a general apprehension of the text. Through speed reading students can obtain general or detailed information, these skills can be applied to find necessary information and items; to see if a newspaper article worth reading; to get a sense of how well a company is doing from an annual report; to find law-related information using library catalogues, reference books and dictionaries, Internet.

Paragraph cohesion, both within and among the paragraph, is brought about by “key phrasing” that is restatement of a subject in a later sentence or paragraph in one of three ways: 1) direct restatement; 2) partial restatement, often with this or such; restatement in an altered form. The analysis of cohesion is linked to vocabulary development in that it requires knowledge of the meaning. There is an important question: what words in the text are vital to understand in order to read the text critically?

Reading skills development includes a lot of learning-by-doing activities, which help students extract meaning from texts by using note-taking skills, following the sequence of ideas, solving problems set up in the texts. A vital aspect of learning by doing goes beyond reading itself for it moves into peer discussion activities. The talking which follows reading is an important part of both language learning and content learning in legal discourse. Students need to be shown that they already have the skills necessary to read and communicate effectively. They just need some encouragement and a lot of practice.

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WRITING RESPONSIBLY

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Our intention in writing this paper is to share our experience in assisting PhD Degree students with their academic and scientific writing in English, i.e. the way we promote learners' confidence in writing, as they are required to submit their papers for publication in international journals or books of abstracts. Besides, it is emphasized what steps are necessary, how many types of scientific writing students should be taught to fulfil this final goal.

As we are keeping in mind the necessity of submitting students' papers for publication, they are taught to state clearly the purpose of their research in their articles as well as to review and acknowledge the works of other researchers in the field (mention what has been done before in relation to their topic) using propounded phrases like much has been studied about...; several investigations have explored the issue of ...before citing those studies. As W. L. Belcher notices, "when we fail to acknowledge the scholarly conversation regarding relevant literature, the editor may conclude we have not been reading the latest scholarship, a faux pas in research and writing" [4]. Besides, it is necessary to explain how the theory the students selected relates to their topic [3]. Then, the students should indicate why their research is so timely, and again we present them examples or cliché to use, e.g., "No studies have looked at ..."; or "Over the past ten years, several studies have focused on ... (and cite those studies) while neglecting the issue of ...".

The PhD Degree students learn how to list the technical terms they will use in their paper; how to write definitions of these terms, and decide at which point in the paper each term should be defined.

They are informed that it is obligatory to list the background information that will help make their paper clearer and more interesting. This should include the existing state of knowledge on the topic they have chosen, and what the scientists hope their experiments will prove; to list the information about the significance of the experiment that they will put at the end of their paper. They are warned to mention:

- whether the experiments were successful or not;
- whether the results had been expected;
- what further experiments will be necessary;
- what practical applications the research may have to the lives of non-scientists.

With a limited subject in hand, they are next to compose a sentence to serve as the controlling idea for their research. This sentence is often called the thesis statement – a sentence that states what they believe their research will prove. A thesis statement is usually a single sentence that contains two main elements: a

limited subject plus a specific feeling or attitude toward that subject. Even though their original thesis statement may change as they do more research, it will guide them and make their research more productive.

The thesis statement also serves as a personal guide to help them focus on their subject throughout the research.

The students are also provided with organizational patterns of the paper and research report, with the components of these genres as they can differ depending on the field of investigation.

It has been identified that writing **abstract** that appears to be a brief summary, and, as a rule, presents an overview of an article or a report, is difficult for students' writing. That is why, guidelines and practical tasks have been developed that cover the two units. Students are informed that many journals publish abstracts of all the articles in an issue. Therefore, if they are looking for information on a particular subject, an abstract can help them determine whether the article is worth reading in its entirety. In addition, many collections of abstracts are available in databases that they can search using keywords. In any case, the students are asked to write an abstract of a paper or a project following the guidelines and different samples. We have come to the conclusion that it is much easier to teach constructing abstracts after gaining skills in writing summaries and doing paraphrasing.

Firstly, the students are given the task to produce different text types of the scientific discourse. The students are provided with comprehensive learning resources, e.g. textbooks containing recommendations on writing with style and writing research reports, papers, abstract, summary, and paraphrasing, for instance [1, 63–117]. The textbooks present a detailed look at the writing process and provide strategies for all steps in the development of writing. Detailed definitions, examples, explanations and guides of these types of writing are propounded and they are followed by practical exercises.

Despite the fact that PhD degree students are taught the essence of the scientific discourse and acknowledge its main characteristics, they grow familiar with special verbs used to transfer knowledge, verbs for verification and conclusions, phraseological phrases in scientific discourse, plural of some nouns from Greek and Latin as they are formed in the original language [1]. They become aware of choosing the right word due to the style of their writing.

Each unit contains not only theoretical material but also practical exercises to help write responsibly and correctly. For example, the Unit Summary presents the following exercises:

- * Study the sample Summary of the given text. Analyze it, compare the words used in the text and the words in the summary. Does the author use synonyms?

- * Write summaries of the following reading selections using the guidelines given above.

The Unit Paraphrase:

* In conversation, we often paraphrase information instead of just repeating it. Look at this example:

- All in all it sounds like a rewarding job.

- Yes, I really find it very satisfying.

* How would you “soften” the following utterances? Use the following tips – reminders and criticism can be “softened” by phrases such as...:

* Write paraphrase – expanding or amplifying the following texts to make them clearer;

* Make a special effort to clarify the meaning of a prophetic piece of writing – poem by Edna St. Vincent Millay. Include your interpretation of...;

* Clarify the meaning of some proverbs, including your interpretation.

It is particularly good and useful for clarifying the meaning of a difficult or symbolic piece of writing (poems, proverbs, and documents). Because it often includes the students’ own interpretation and sometimes it is even longer than the original.

The students should follow the guidelines for writing a paraphrase and summary as well as an extensive collection of writing models, and have practice doing the exercises, for example:

* Summarize each idea in the passage in a clear statement.

* Expand or amplify the text to make it clearer, but be sure to maintain the meaning and tone of the original text.

* Write your paraphrase, using your own words to restate the author’s ideas.

* Your version of the author’s views should be as easy to read as the original – maybe easier.

The students know the difference between paraphrase and summary. Besides, they take into account that similar to a paraphrase, a summary is a restatement of a written passage. A summary is a capsule version of the passage / text / reading selection. Unlike a paraphrase, however, a summary is shorter than the original passage – usually about one third as long. A paragraph can often be summarized in a single sentence. Correspondingly, a three- or four-paragraph passage can usually be summarized in a single paragraph. The teacher emphasizes the fact that the ability to paraphrase is a powerful tool to avoid **plagiarism** – this topic is also worked out thoroughly in the classroom.

A summary is a condensed version of someone else’s work. A good summary concentrates on the factual information contained in the original document and does not contain personal opinions or evaluations [1, 73]. At the university, students are often asked to write summaries of books, book chapters, and lectures; consequently, note taking and summarizing are critical study techniques. Summarizing forces students to think carefully about the ideas and concepts in any body of information. When writing summaries, they call on their ability to comprehend, analyze, synthesize, and critically evaluate information. Therefore, they develop all the important thinking skills of the XXI century. Developing their summarizing skills will prime the students for success at university and beyond.

Much attention is paid to Editing and Proofreading. From our perspective, the following tasks are very helpful:

- * Examine your sentences for variety:

Vary the length: Are any sentences too long and rambling? Are there too many short, choppy sentences?

Vary the beginnings: Do too many sentences begin with the same pronoun or article (There, It, etc.)?

- * Word choice: Replace any words or phrases that may be awkward or confusing. Substitute overused words and phrases (clichés) with words and expressions that are specific, vivid, and colorful.

- * Check your writing for the appropriate level of diction: In most cases, academic writing should meet the standards of formal diction.

- * Check your writing for spelling errors using these tips as a guide: Use the spell checker on your computer. (It will not, however, catch all of the spelling errors).

- * Read your writing backward to help you focus on each word.

- * Circle each spelling you are unsure of.

- * For help, consult the list of commonly misspelled words.

- * Read the text below about predicting the future. In each sentence, except the first one, there are wrong words, correct them.

- * Read this short text about an aspect of problem-solving. In most sentences, there is one extra word, which does not fit, cross it.

The steps in preparing to write a summary are almost the same as those in preparing to write a paraphrase. Once the PhD degree students have a clear understanding of the passage, however, we teach them not to re-express it sentence by sentence, as they do in writing a paraphrase. Instead, they select only the main idea and the most important supporting ideas from the original passage. The topic sentence of the summary paragraph should express the main idea of the passage. The rest of the summary paragraph should present the most important supporting ideas from the passage. The details of the passage should not be included in the summary.

Whenever the students plan and write a summary, they remember that an entire summary should be written in their own words. However, it should express only the ideas and the points of view expressed in the original passage. Many of the summaries that the students write will have an objective, academic tone. Students are asked to vary the sentence length as too many short sentences can make writing seem choppy and juvenile and too many long sentences can make the reader lose interest. Students should follow the guidelines, for instance:

- * Most writing continues for more than one paragraph. A new paragraph indicates a new idea, a new step, or a new aspect of the topic.

- * A paragraph of sentences that all begin in the same way or with the same kind of information can sound monotonous. Vary the beginnings of the sentences within a paragraph.

- * Capture the whole in just a few words.

- * Summarize the general idea.
- * Omit details.
- * Cite the source of the summary.

In addition to the guidelines, the students are given useful expressions for the beginning, the main body and the conclusion of their summaries and paraphrases, for example:

Beginning

The title of the passage is ...

The author of the passage is ...

The main idea of it is ...

The passage: deals with / concerns on ... / focuses on ...

The author: accuses / alleges / blames / criticizes / describes / explains emphasizes / stresses / underlines / points out / sheds light on ...

Conclusion

Let's summarize briefly what we have looked at / In conclusion, / to conclude, etc.

It is a fundamental rule that articles submitted to academic journals are to contribute something new to the field. All publications seek new ideas and new ways of thinking about old ideas. "Tell the reader what is unique about your perspective, principles, methods, or techniques. What is different about your work? What will readers find out that they did not already know, or how will it make them think differently about something with which they are familiar? How does the article contribute in important ways to our knowledge?" [2, 26].

Summarizing, we articulate once again for the students to be aware that writing well is a complex intellectual task. It requires considerable creativity and risk-taking. In other words, good writers have the courage to follow unplanned, imaginative impulses. On the other side, successful writing also demands tough-minded discipline. It requires one to work in a steady, thoughtful way. Primarily and mainly, writing is an extremely worthwhile experience!

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BLENDED LEARNING. GAMIFICATION FOR BLENDED LEARNING

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Looking at technology developments in the 21st century, we can see that rapid progress in other areas has also already started. The teaching process is not an exception, and it is also changing rapidly to keep up with the times. With the development of technologies, combined with the access to the Internet, there have evolved a number of distance education forms. And one of them is blended learning which is the combination of learning online with traditional setting.

Blended learning offers a lot advantages which make it become a more and more popular mode of learning:

1. Students are engaged with the materials as they have to do a lot of different assignments (watching videos, reading articles, taking quizzes, participating in the discussions).

Complex content topics can be presented in class, whereas additional materials are available online. Students can access the course at any convenient place and moreover at any convenient time unless the course is synchronous, then participants gather together at a set time. But despite some time limitations, such form of learning appeals to some course participants more as they do not get the feeling of isolation.

Peer assignments, discussion boards, commenting in online learning and face-to-face interaction do stimulate collaboration.

4. From the teacher's perspective it is less time-consuming when it comes to advancing students' knowledge as they can get a great deal of materials individually in the course and also it is much easier to evaluate students' performance.

5. Blended learning helps to involve a lot of participants at a time. The online component makes it be accessible by any number of participants and with a well-planned face-to-face facilitated strategy, the training can be efficiently delivered even to a broad audience.

6. Blended learning accommodates different learning styles and as most students have their own learning style, the target approach is more likely to cater to their needs and help each student achieve the necessary results.

E-learning has become incredibly popular and it is continually growing and as a result transforming into different forms, one of which is blended learning. To make learners more motivated and the learning process more interesting experience, blended learning environment is supported with gamification that is the application of game theory (rules of play, point scoring, competition with others) concepts and techniques to non-game activities.

Jane McGonigal, one of the keynote speakers of Educause conference, in her 2012 TEDGlobal talk pointed out, 'We like people better if we've played a game with them; we bond and build trust. And contrary to popular thinking, she

explains that games are not so much a tool for escapism but rather a way to use our best selves. Gamers are extremely productive and collaborative within the realm of a game.”

It should be noted that gamification is an important teaching and learning strategy and incorporating gamification into one’s blended learning course can increase participation, boost engagement and simply enhance the joy of learning.

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FROM TEACHER TO FACILITATOR

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"Of the best leader, when the job is done the people say 'we did it ourselves.' " – Lao Tzu in the Tao Te Ching

When thinking of a person who helps to acquire new knowledge, competences, or skills, the first person who comes to our mind is a teacher. But even being a teacher we often have to edge over into different roles. In this paper, we are going to discuss the role shift, the skills needed to accomplish the change from a giver of information to a facilitator of learning,

First of all, we need to understand what actually a facilitator is, what their main responsibilities are. So, a facilitator is someone who engages in facilitation – in any activity that makes a process easier. A facilitator helps a group of people to work together, meet the necessary goals, accomplish what you have planned to do. They remain neutral on content, ensure balanced participation, encourage different points of view and guide the group to make decisions.

To see what makes a teacher and a facilitator different, let’s consider some of the examples:

- a teacher is in charge of the learning process, a facilitator is a guide to help people move through a process;
- a teacher is a content expert, a facilitator is not the source of knowledge, they draw opinions and ideas from group participants;
- a teacher decides what students should do, a facilitator asks participants what they would like to do;
- a teacher evaluates students, figures out how much students have learned, how well students have done, a facilitator lets the group evaluate themselves and figure out how well they have done;
- a group is usually seated in rows looking at the person (teacher) standing

before them;

- a group is usually seated in circles looking at each other (facilitated class);

It is also important to note that teachers often act as facilitators, and facilitators sometimes teach. To succeed in both roles one should be an active listener. This is the skill we often neglect, and seldom consider to be something requiring knowledge and practice. Active listening involves paying attention, reflecting, clarifying, giving feedback, summarizing and sharing. Active listeners often ask questions to clarify what group members are saying, try to understand other people's point of view. This is one of the most essential skills facilitators should possess.

To create the group process and environment in which it can thrive, to help the group reach a successful decision, solution or conclusion, facilitators use different facilitation tools.

These facilitation tools, also called interactive facilitation techniques, or actually games can be an effective way of starting a training session or team-building event. They help people get to know each other, to understand the purpose of the event. They help a facilitator to quickly assess the group participants' understanding in the target topic or whether group participants have mastered the material, such techniques encourage interactivity, make participants become attentive and involved.

There are different types of techniques, and all of them can be used depending on the desired outcome, your teaching style and personality. There are small or large class techniques, many of them can be used as partnerwork or groupwork, also one can use Twitter, Facebook, YouTube, Wikis, Blogs, icebreakers and games, interaction through homework, questions, role-plays, student presentations, brainstorming, etc.

A good teacher can have a powerful impact on students, a direct influence in enhancing their learning. Today, the role of a teacher is expanding and changing to meet the demands of a new age. It might be just a small step for us but it will be a giant leap for our students.

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A CASE OF THE CONFLICT BETWEEN REGULATIONS OF THE CONSTITUTION AND THE LAWS OF UKRAINE

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Some cases of conflict between the regulations of the Constitution and the laws of Ukraine occur in lawyers' practical experience. Let us pay our attention to a specific example. The article 53 of the Constitution states, "the citizens shall obtain higher education in state and municipal educational institutions by competition".

Basing on this Constitutional regulation, a person who has already obtained higher education on a contract basis may obtain another degree for free. Thus, a citizen, who has already obtained higher education degree on the contract basis, wishes to obtain another higher education degree on a budget competition basis.

However, a person was refused to admission in all higher educational establishments, referring to the law of Ukraine "On higher education", which states, "Educational and qualification level, obtained for the first time, may be free of charge on a competition basis". In this occasion, a phrase "for the first time" has a negative impact on human rights as for obtaining higher education free of charge.

As we see, this law contradicts the Constitution which provides a human right to obtain higher education on a basis free of charge, regardless of the fact whether a person has already obtained a certain qualification level on the contract-paid basis. This clause of the law practically disclaimed a citizens' constitutional right for higher education, since all higher educational institutions were referring to the law of Ukraine "On higher education" and not to the Constitution; though to resolve this juridical conflict we should appeal to vertical structure of legislation. The general rule how to resolve this conflict is to use norms which are legally more powerful. The conflict was resolved in 2016 when the law "On higher education" had been edited saying that "the citizens of Ukraine have the right to obtain higher education in state and municipal educational institutions by competition in accordance with standards of higher education if they obtain a certain degree of higher education on a budget basis for the first time". This phrase states that a citizen may obtain higher education degree free of charge regardless of the fact whether a person has already obtained this educational and qualification level on the contract-paid basis.

Possibly there are certain contradictions between the law of Ukraine "On higher education" and the Constitution especially in the situation of reforms in this sphere. We believe that it is perspective to overcome them by effective legal regulation.

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Наукове видання

***Молоді дослідники у глобалізованому світі:
перспективи та виклики***

Збірник наукових праць IV^{го} форуму молодих дослідників

(20 квітня 2018 року)

Матеріали форуму подаються за авторською редакцією

Відповідальний за випуск *О. Л. Ільєнко*

Підп. до друку 14.05.2018 р.
Друк на ризографії .
Тираж 200 пр.

Формат 60×84/16.
Ум. друк. арк. 16,3.
Зам. №

Видавець і виготовлювач:
Харківський національний університет міського господарства імені О. М. Бекетова,
вул. Маршала Бажанова, 17, Харків, 61002.
Електронна адреса: rectorat@kname.edu.ua.
Свідоцтво суб'єкта видавничої справи:
ДК № 5328 від 11.04.2017 р.